DOCUMENT RESUME

ED 205 583 TM 810 475

TITLE	The Third Assessment of Writing, 1978-79 Released Exercise Set.
INSTITUTION	Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
SPONS AGENCY	National Center for Education Statistics (DHEW), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
REPORT NO	ISBN-0-89398-394-2; NAEP-10-W-25
PUB DATE	Feb 81
CONTRACT	OEC-0-74-0506
GRANT	NIE-G-80-0003
NOTE	514p.
EDRS PRICE	MF02/PC21 Plus Postage.
DESCRIPTORS	*Educational Assessment; Educational Objectives; Elementary Secondary Education; Essay Tests; Language Tests; National Competency Tests; Student Writing Models; *Test Items; *Writing (Composition); *Writing Skills
IDENTIFIERS	*National Assessment of Educational Progress; Third Writing Assessment (1979)

ABSTRACT

The National Assessment of Educational Progress (NAEP) third writing assessment was administed to 9-, 13- and 17-year-old students in 1978-79. This volume contains the released exercises from this assessment. Part I summarizes objective and exercise development procedures, describes the different scoring procedures used in the writing assessments, explains the documentation for the items and discusses ways the items can be used. Part II contains the released items used to assess writing, item documentation, scoring guides and sample responses. The objectives used to develop items are grouped in three areas: (1) demonstrates ability in writing to reveal personal feelings and ideas; (2) demonstrates ability to write in response to a wide range of societal demands and obligations; and (3) indicates the importance attached to writing skills. (Author/BW)

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THE THIRD ASSESSMENT OF WRITING

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1978-79 RELEASED EXERCISE SET

NO. 10-W-25

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS • Funded by the National Institute of Education
1860 Lincoln Street, Suite 700, Denver, Colorado 80295

TM 810 475

THE THIRD ASSESSMENT OF WRITING
1978-79 RELEASED EXERCISE SET

No. 10-W-25

by the
National Assessment of Educational Progress

Education Commission of the States
Suite 700, 1860 Lincoln Street
Denver, Colorado 80295

February 1981

The National Assessment of Educational Progress is funded by the National Institute of Education. It is under contract with the Education Commission of the States. It is the policy of the Education Commission of the States to take affirmative action to prevent discrimination in its policies, programs and employment practices.

ISBN 0-89398-394-2

The National Assessment of Educational Progress is an education research project mandated by Congress to collect and report data, over time, on the performance of young Americans in various learning areas. National Assessment makes available information on assessment procedures and materials to state and local education agencies and others.

The work upon which this publication is based was performed pursuant to Contract No. OEC-0-74-0506 of the National Center for Education Statistics and the National Institute of Education; also, Grant No. NIE-G-80-0003 of the National Institute of Education. It does not, however, necessarily reflect the views of those agencies.

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FOREWORD

When the U.S. Office of Education was chartered in 1867, one charge to its commissioners was to determine the nation's progress in education. The National Assessment of Educational Progress (NAEP) was initiated a century later to address, in a systematic way, that charge.

Since 1969, the National Assessment has gathered information about levels of educational achievement across the country and reported its findings to the nation. It has surveyed the attainments of 9-year-olds, 13-year-olds, 17-year-olds and adults in art, career and occupational development, citizenship, literature, mathematics, music, reading, science, social studies and writing. All areas have been periodically reassessed in order to detect any important changes. To date, National Assessment has interviewed and tested more than 900,000 young Americans.

Learning-area assessments evolve from a consensus process. Each assessment is the product of several years of work by a great many educators, scholars and lay persons from all over the nation. Initially, these people design objectives for each subject area, proposing general goals they feel Americans should be achieving in the course of their education. After careful reviews, these objectives are given to exercise (item) writers, whose task it is to create measurement tools appropriate to the objectives.

When the exercises have passed extensive reviews by subject-matter specialists, measurement experts and lay persons, they are administered to probability samples. The people who compose these samples are chosen in such a way that the results of their assessment can be generalized to an entire national population. That is, on the basis of the performance of about 2,500 9-year-olds on a given exercise, we can make generalizations about the probable performance of all 9-year-olds in the nation.

After assessment data have been collected, scored and analyzed, National Assessment publishes reports to disseminate the results as widely as possible. Not all exercises are released for publication. Because NAEP will readminister some of the same exercises in the future to determine whether the performance level of Americans has increased, remained stable or decreased, it is essential that they not be released in order to preserve the integrity of the study.

ACKNOWLEDGMENTS

Many organizations and individuals have made substantial contributions to the writing assessments. Not the least of those to be gratefully acknowledged are the administrators, teachers and students who cooperated so generously during the collection of the data.

Special acknowledgement must go to the many writing educators and specialists who provided their expertise in the development and review of the assessment objectives and exercises. Particular thanks are given to Carl Klaus and Richard Lloyd-Jones, both of the University of Iowa, for providing leadership in the development of primary trait exercises and scoring guides; to John Mellon, University of Illinois at Chicago Circle, for providing leadership in the development of the sentence combining exercises and the mechanics and syntax scoring guides; to Charles Cooper, University of California at San Diego, for providing leadership in the development of the cohesion scoring guides; and to Paul Diehl, University of Iowa, for providing special assistance in all areas.

Administration of exercises was handled by the Research Triangle Institute, Raleigh, North Carolina. Scoring and processing were carried out by Westinghouse DataScore Systems, Iowa City, Iowa (formerly Westinghouse Learning Corporation) and by NAEP staff members. The scoring staff at Westinghouse DataScore Systems -- particularly Sue Worthen, Donna Benson and Dan Duse -- deserve special mention, as does Wendy Littlefair for her consulting work with the scoring. Edward White of the University of California and his holistic scoring staff also deserve thanks for their work.

Particular thanks for this exercise set go to Ina Mullis of the Analysis and Research Department who has had major responsibility for coordinating the development, scoring and analysis of the assessment; Rex Brown, director of the Publications Department, for his contribution to the development and scoring of these exercises; Barbara Ward for editorial assistance; and JoAnn Esslinger, Lynn Grover Gisi, Carmen Nietes and Marci Reser for production support.

Roy H. Forbes
Director

PART I: BACKGROUND INFORMATION

Overview

The National Assessment of Educational Progress (NAEP) has completed three assessments of writing, the first during 1969-70, the second during 1973-74 and the third in 1978-79. Exercises (items) were administered to 9-, 13- and 17-year-old students.[1] No student responded to more than one booklet of exercises, and each booklet was administered to about 2,500 students. Some exercises were administered at only one age, while others were administered to two or three age groups. In each assessment, 13-year-olds were assessed from October to December, 9-year-olds in January and February, and 17-year-olds from March to May. National Assessment reports on the nation's educational progress by replicating testing conditions, including the items, as nearly as possible from assessment to assessment. After each assessment, approximately half the exercises are kept secure and used in subsequent assessments. The other half of the exercises are released for use by interested educators.

This volume contains the released exercises from National Assessment's third writing assessment. Part I of this volume summarizes objective and exercise development procedures, describes the different scoring procedures used in the writing assessments, explains the documentation for the items and discusses ways the items can be used. Part II contains the released items used to assess writing, item documentation, scoring guides and sample responses. The volume is in a loose-leaf format to facilitate sorting and copying.

The exercises, scoring guides, and so forth are in the public domain; therefore, there are no restrictions on their use. However, National Assessment likes to know the ways that others use the items and would appreciate being advised of any research results based on this item pool.

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[1] During some years, National Assessment has administered exercises to supplementary samples of 17-year-olds who were not in school. However, during the 1978-79 assessment, only 17-year-olds enrolled in school were sampled.

The exercises in Part II are presented in order by NAEP number (a number National Assessment uses for exercise identification purposes). Included with each exercise is documentation about the time required for the item and the objective measured. Because NAEP staff and consultants feel strongly that writing performance should be assessed on the basis of writing samples rather than objective tests, most of the exercises are open-ended and require that responses be rated by trained scorers. Each open-ended exercise is accompanied by the scoring guides NAEP used to evaluate responses and by some sample student responses illustrative of the various scoring categories. No achievement data are included in this volume. These data will appear in later reports.

Accompanying this volume are two papers and the writing objectives booklet. The papers, Using the Primary Trait System for Evaluating Writing and Guidelines for Describing Three Aspects of Writing: Syntax, Cohesion and Mechanics, describe in detail the systems used to score essays. The writing objectives booklet, Writing Objectives, Second Assessment, describes the objectives used as the basis for the 1973-74 and 1978-79 writing assessments. It provides detailed information about these objectives and their development.

Exhibit 1 lists all the exercises contained in this volume in NAEP number order. Included in the listing for each item are a short descriptive name, the objective measured, the age(s) at which the exercise was administered and the type of exercise. The multiple-choice exercises are indicated; all others are open-ended.

Almost all the essays and letters were evaluated using the primary trait system of scoring. This system describes a respondent's ability to choose and effectively carry out appropriate rhetorical strategies. Holistic scoring was used for one essay at each age. This method, named for its emphasis on a scorer's response to a whole essay, describes the overall success of a paper and results in a ranking of the papers. In addition to these methods of evaluating the overall quality of writing, National Assessment has developed very detailed and complex systems for examining specific aspects of coherence, mechanics and syntax.

EXHIBIT 1. Exercises Released After the
1978-79 NAEP Writing Assessment in NAEP Number Order

NAEP Number	Name and Objective	Age	Exercise Type
101006	Goldfish (Obj. I)	9	Expressive
101007	Loss (Obj. I)	13	Expressive
101015	Grape peeler (Obj. I)	17	Expressive (Humorous)
102012	Fireflies (Obj. I)	9	Expressive (Narrative)
102013	Kangaroo (Obj. I)	9	Expressive (Narrative)
102015	Rainy day (Obj. I)	13	Expressive
102016	Stork (Obj. I)	17	Expressive (Narrative)
201001	Puppy letter (Obj. II)	9	Persuasive
201006	Letter to principal (Obj. II)	13	Persuasive
201007	Recreation center (Obj. II)	17	Persuasive
202014	Electric blanket (Obj. II)	17	Explanatory business letter
202031	Poster calendar	9,13	Explanatory business letter
203012	Describe something (Obj. II)	13,17	Explanatory (Descriptive)
303030	Attitude questionnaire (Obj. III)	9,13,17	Multiple-choice
401010	Bill's coat, rope, magician	9	Sentence combining
401011	Rope, magician, bus	13,17	Sentence combining
401012	Clown, bubble, troops	9	Sentence combining
401013	Bubble, troops, forest fires	13,17	Sentence combining
401016	Cries, guard	9	Sentence combining
401017	Cries, guard, lookout	13,17	Sentence combining
401018	Lemonade, pebbles	9	Sentence combining
401019	Lemonade, pebbles, hikers	13,17	Sentence combining
402010	Tulips	9,13,17	Cloze paragraph, multiple choice
402013	Party	9	Cloze paragraph, multiple choice
402014	Dolphins	13,17	Cloze paragraph, multiple choice
590020 590030	Background questions	13,17	Open-ended and multiple choice

Note concerning reassessed exercises:

1. Fireflies (102012), Kangaroo (102013), Rainy day (102015), Stork (102016) and Describe something (203012) were administered for the third time in 1978-79. They were previously administered in 1969-70 and 1973-74.

2. Goldfish (101006), Loss (101007), Grape peeler (101015), Puppy (201001), Letter to principal (201006), Recreation center (201007) and Electric blanket (202014) were administered for the second time in 1978-79. They were first administered in 1973-74.

3. Poster calendar (202031), the sentence combining exercises and the multiple choice cloze paragraphs were administered for the first time in 1978-79.

4. Several of the background questions were first asked of 17-year-olds in 1974. However, most of these questions were administered for the first time in 1978-79.

The following sections of Part I describe the exercise development process, scoring procedures, documentation pages accompanying the exercises and potential uses for the exercises. More specifically:

Objectives lists the objectives used for the 1973-74 and 1978-79 assessments.

Exercise Development discusses NAEP's exercise development procedures and describes the exercises contained in this volume.

Scoring Procedures gives more detailed information about NAEP's primary trait, holistic, cohesion, mechanics and syntax scoring procedures.

Explanation of Documentation gives step-by-step instructions on how to read the documentation that accompanies each exercise.

Using the Exercises discusses some issues concerned with using these materials for assessment, evaluation or instructional purposes.

Objectives

The objectives used to develop items for the 1973-74 and 1978-79 assessments appear below. For a more detailed description of these objectives and information on their development, see the accompanying booklet, Writing Objectives, Second Assessment.

I. Demonstrates ability in writing to reveal personal feelings and ideas
   A. Through free expression
   B. Through the use of conventional modes of discourse

II. Demonstrates ability to write in response to a wide range of societal demands and obligations. Ability is defined to include correctness in usage, punctuation, spelling and form or convention as appropriate to particular writing tasks, e.g., manuscripts, letters.
   A. Social
      1. Personal
      2. Organizational
      3. Community
   B. Business/Vocational
   C. Scholastic

III. Indicates the importance attached to writing skills
   A. Recognizes the necessity of writing for a variety of needs (as in Objectives I and II)

B. Writes to fulfill those needs
C. Gets satisfaction, even enjoyment, from having written something well

Objectives I and II were measured by open-ended essay or letter writing tasks. The tasks developed for Objective I require expressive writing. Those developed for Objective II ask for persuasive or explanatory writing in social, business or scholastic situations. A multiple-choice attitude scale addresses Objective III. The remainder of the exercises -- open-ended sentence combining tasks, multiple-choice cloze paragraph exercises and background questions -- were developed not to measure specific objectives, but rather to provide additional information about specific writing skills as well as an instructional context for reporting changes in writing performance.

Exercise Development

History

National Assessment usually reports estimates of percentages of respondents who answered a question acceptably or successfully performed a task. Results can then be looked at collectively to formulate generalizations about overall learning, as well as separately to provide information about specific skills and knowledge.

Since writing educators had indicated that the results reported after the first writing assessment, based primarily on holistic evaluation, seemed lacking in specific information, prior to the second assessment of writing National Assessment staff held a conference of writing educators and measurement specialists. The participants decided that both evaluative and descriptive information were necessary for NAEP to report effectively about writing. It was proposed that the assessment concentrate on those writing skills needed to perform particular tasks. A dominant or primary characteristic was to be identified for each writing task, and papers for that exercise would be rated according to how well they fulfilled the purpose of the particular task. For example, responses to a task that required a description would be evaluated primarily for levels of success with description. The rating procedure would be based on such things as number, clarity, vividness and organization of the details presented to create a "picture" in the mind of the reader. It was noted that appropriateness to audience must also be considered in any evaluation of writing.

This system for evaluating essays, known as the primary trait system (PTS), has implications for exercise and scoring guide development. In the first place, the exercises must be specific as to the task and the intended audience. If scorers are to be given guidelines, the scoring criteria should also be made apparent to the writer. The criteria for judging responses must be considered as each task is developed, since each rating essentially indicates whether or not a written response contains the characteristics necessary to accomplish its purpose. Since papers are rated according to such specific criteria, it is necessary that questions and rhetorical situations be phrased in a way that leads respondents to give comparable responses.

Many participants at the conference saw additional descriptive information about the papers as an essential element of reporting useful results. They urged that exercise developers also identify secondary characteristics of papers (such as tense control, tone, mechanics, creativity, coherence, and so on) that would be particularly appropriate to investigate.

The Exercise Development Framework

Many of the exercises included in this volume were developed to be used with the primary trait system for evaluating writing. Thus, in designing the items, developers knew they had to present narrowly defined situations, specifying (1) the role of the writer, (2) the audience and (3) the object of the communication. However, the tasks that could be developed to fit these criteria are numerous. In addition, responses could be scored for many different types of writing skills -- content, organization, mechanics, syntax, originality of expression, and so forth.

To help make decisions about the kinds of writing tasks that students should be asked to perform and about the kinds of information that the assessment should provide, National Assessment held a series of conferences. At these conferences the writing educators further refined the objectives to provide more explicit guidelines to exercise developers.

Objective I was interpreted as the ability to engage in writing for expressive purposes, while the primary purpose of most social, business and scholastic writing (Objective II) was identified as persuasive or explanatory. Of course, little writing is actually singular in purpose and the types of writing are interrelated. For instance, a job application letter might require elements of both persuasion and explanation in order to achieve its primary purpose; a letter to straighten out a billing error might both explain the problem and express strong feelings. Still, for the last two assessments, National Assessment has used the expressive, persuasive and explanatory rhetorical model as a guideline in developing the specific tasks to be assessed.

Ideally, NAEP would like to collect information on a variety of expressive skills; on skills in both explanation and persuasion in specific social, business and scholastic situations; and on the attitudes respondents hold with regard to writing skills, as well as provide an adequate context for reporting changes in performance. Unfortunately, the resources for such an extensive assessment have never been available. Given limited resources, the last two assessments have concentrated on Objectives I and II. This is not meant to imply that Objective III -- which concerns attitudes regarding writing -- is unimportant.

Prior to the third assessment, it was decided to try to provide information that would give some context for reporting changes in performance. This is reflected in modifications to open-ended scoring procedures to include scoring for syntax, cohesion and connective devices and in collection of additional background information. Two new types of exercises were also developed -- sentence combining tasks and paragraphs with clozed connective ties.

In the sentence combining tasks, respondents were given two or more simple sentences and asked to combine them into a longer sentence that said the same thing. In the cloze paragraphs, a paragraph was carefully constructed to contain a number of pronoun references and specific transitional devices. Then several of these connective ties were clozed (deleted and replaced by blanks). Respondents were offered a number of multiple-choice options to replace each blank.

The Development, Field Test and Item Selection Process

Exercises were developed and reviewed by National Assessment staff and panels of writing educators and lay persons from across the country. All prospective items were then field tested in a variety of schools representing different types of programs and socioeconomic levels. Review panels used the results (about 100 responses to each task) of these field tests to evaluate the success of each item. Sometimes it was readily apparent that the task was inappropriate. In other cases, tasks were retested at a different age level or modified in terms of direction, content or tone. The modified tasks were then field tested again. Occasionally, an item was "tried out" three times before it was finally judged to be either successful or unsuccessful by the various review panels. Writing educators selected those items included in the assessment from the pool of successful items.

Scoring Procedures

Just as National Assessment develops exercises that require different kinds of writing on the grounds that students may be proficient in some types of writing and not in others, it uses several kinds of scoring procedures on the grounds that students might display some skills and not others in a piece of writing. Although an assessment that uses a variety of scoring procedures is complex and expensive, it provides much more comprehensive data than an assessment based on a single procedure. The different scoring methods used by National Assessment are described briefly in this section and illustrated in the scoring guides and sample responses found in Part II. Readers desiring more information on scoring procedures should consult *Using the Primary Trait System for Evaluating Writing* (1980) and *Guidelines for Describing Three Aspects of Writing: Syntax, Cohesion, and Mechanics*, (1980), which are included in the materials accompanying this released exercise set.

Exhibit 2 shows the evaluation procedures that National Assessment used with each released open-ended writing task. This does not mean that these are the only scoring systems appropriate for each task. However, given limited resources, National Assessment had to make choices. Since the Assessment's principal goal is to measure changes in achievement over time, those exercises administered in all three writing assessments were selected for the most intensive analysis.

National Assessment collected about 2,500 responses in each assessment for each exercise. Full samples were scored for primary trait and cohesion, allowing reporting for population groups defined by race, sex, region of the country, parental education, type of community and grade in school. The holistic, paragraph coherence, mechanics and syntax analyses were based upon scientific probability subsamples of the total national samples of papers. Approximately 400 "Kangaroo" and "Describe Something" papers from each assessment were rated holistically and for paragraph coherence, sentence types and mechanics, allowing reporting for each age only for the nation and for males and females. About 600-650 "Fireflies," "Rainy Day" and "Stork" papers from each assessment were analyzed for syntax (T-unit analysis and sentence types) and mechanics, permitting reporting only for each age, sex and race.

EXHIBIT 2. Released Essay and Letter Writing Tasks and Scoring Procedures

Name	NAEP Number	Age	Scoring Procedures	Years Administered
Goldfish	101006	9	Primary trait	1973-74; 1978-79
Loss	101007	13	Primary trait	1973-74; 1978-79
Grape Peeler	101015	17	Primary trait, secondary trait	1973-74; 1978-79
Fireflies	102012	9	Primary trait, cohesion, syntax (T-unit analysis and sentence types) and mechanics	1969-70; 1973-74; 1978-79
Kangaroo	102013	9	Holistic, paragraph coherence, syntax (sentence types) and mechanics	1969-70; 1973-74; 1978-79
Rainy Day	102015	13	Primary trait, cohesion, syntax (T-unit analysis and sentence types) and mechanics	1969-70; 1973-74; 1978-79
Stork	102016	17	Primary trait, cohesion, syntax (T-unit analysis and sentence types) and mechanics	1969-70; 1973-74; 1978-79
Puppy Letter	201001	9	Primary trait	1973-74; 1978-79
Principal Letter	201006	13	Primary trait	1973-74; 1978-79
Recreation Center	201007	17	Primary trait	1973-74; 1978-79
Electric Blanket	202014	17	Primary trait, secondary trait	1973-74; 1978-79
Poster Calendar	202031	9	Primary trait, secondary trait	1978-79
Describe Something	203012	13, 17	Holistic, paragraph coherence, syntax (sentence types) and mechanics	1969-70; 1973-74; 1978-79

The Primary Trait System

The rationale underlying primary trait scoring is that writing is done in terms of an audience and can be judged in view of its effects upon that audience. The approach used by the writer to reach and affect his audience will be the most important -- the primary -- trait of a piece of writing. For example, the writer of a set of directions must present things in a logical and unambiguous manner if readers are to follow the directions. Successful papers will have that primary characteristic; unsuccessful papers will not, regardless of how clever or well-written they may be in other respects. As another example, the purpose of campaign literature is to persuade a reader to vote for a candidate. A successful campaign paper will have certain persuasive traits that an unsuccessful one will not have, and these traits will differ from those necessary for a successful set of directions.

Responses to each exercise scored by the primary trait system were rated using a scoring guide specifically tailored to the primary trait being measured by that exercise. In each guide, four levels of competency were defined. The first and lowest category was reserved for responses that showed little or no evidence of the skill being measured. The second category was defined as marginal or minimal evidence of the skill. Category "3" was defined as solid evidence of the trait being measured, or demonstration of competence, and category "4" was reserved for those papers that were very good.

Following are basic outlines for primary trait score categories for the three types of writing -- expressive, persuasive and explanatory -- assessed by National Assessment. Primary trait scoring guides for particular exercises are found in Part II of this volume.

Although expressive tasks can have a variety of aims and as such have a variety of primary traits, the key to defining response categories for expressive writing is usually found in the quantity and quality of elaboration. The lower score points generally have no or little elaboration, while for the higher score points, the premise, the feelings or the narrative presented in the paper are supported by a number of vivid and inventive details.

In broad terms, presentation of compelling evidence and arguments is the primary trait for persuasive writing. Generally, a "1" paper would present no reasonable arguments, a "2" would have one reason or perhaps several not particularly cogent reasons, a "3" would be a well thought-out presentation containing several appropriate reasons and a "4" paper would be well-organized and support reasons with compelling details. The reasons must be appropriate to the specific task. For example, sentimental appeals might be convincing to a grandmother, but probably would not be as appropriate for a principal or a prospective employer. The specific category definitions consider the variety, appropriateness, organization and execution of the arguments.

Explanatory writing should present facts in a clear and orderly fashion. At one end of the scale would be a response with no information, clarity or logical order, and at the other end, an informative and totally unified presentation. For such tasks as straightening out a billing error or applying for a job, the overriding criterion for defining the trait categories would be the likelihood of the letter's success.

Evaluating a paper for its primary trait does not preclude describing other features of the paper. Secondary features may be analyzed that complement the primary trait or that are considered important in any piece of writing. For example, National Assessment has gathered secondary information about use of tense, point of view, tone and revision skills. Secondary traits are often categorized as either present or not present -- for example, tense may be controlled or uncontrolled, metaphors present or not present, voice consistent or inconsistent. In other cases, descriptive categories are used, such as "abstract," "concrete" or "abstract and concrete." Exercises categorized for secondary traits are indicated in Exhibit 2; scoring guides for secondary traits are included with these exercises in Part II.

National Assessment also provides information about cohesion, mechanics and syntax. These scoring procedures, which are quite complex, use separate scoring guides (outlines are found in Part II) and are further described later in this section.

The primary trait scoring was contracted to Westinghouse DataScore Systems (WDSS). National Assessment requires that the categorization of open-ended responses be done by readers with previous English experience. This does not necessarily mean that other users of NAEP materials should contract out scoring or that their readers must be English teachers. Several school districts have conducted successful assessments using teachers' aides, substitute teachers, local graduate students or parents as readers. However, it should be noted that there are side benefits to using teachers as readers. If teachers are used, the primary trait system training can be an in-service activity, and the teachers tend to feel less threatened and more interested in the assessment results. Teachers may also feel more enthusiastic about working toward curricular changes based on assessment results they helped produce.

To determine the number of readers necessary for primary trait scoring, National Assessment first decides how many readings are needed per paper and then compares the number of hours/days worth of work with the amount of time available for scoring. National Assessment estimates that one reading for primary trait takes about one minute for a paper written by a 9-year-old, one and one-half minutes for a paper by a 13-year-old and two minutes for a paper by a 17-year-old.

Any time a group of readers is used, a chief reader or group leader should be designated. National Assessment uses this leader to work with NAEP staff and the WDSS director of hand scoring to refine primary trait system guides and train the other readers. During the actual scoring, the group leader is responsible for answering questions about scoring procedures and reconciling discrepant scores.

The amount of time devoted to preparing for training is the key to a successful training and scoring session. NAEP and WDSS staff spend considerable time and effort preparing training packets that exemplify the scoring guides and the types of responses that will be encountered in the actual scoring sessions.

National Assessment usually begins a training session by giving each reader the guide for an item and 5 to 10 papers that exemplify each scoring category. The rationale behind the guide is explained, as well as why each paper represents a facet of each category. The intent that motivated the description of each category is explained and discussed; scorer questions are answered and, on occasion, minor modifications are made to the guide to add clarity. Once the readers feel comfortable with the guide and example papers, they are given approximately 5 to 10 papers to rate independently. The trainer then describes the best category for each paper and the reasoning underlying that categorization. (Prepared notes on the papers in the training packet insure that salient points are mentioned, and also save a lot of time.) Again, questions are answered and distinctions between categories are clarified. Readers are then given more papers to score independently. At this point, the trainer should be able to ask readers to take turns stating their categorization and explaining the reasons for it. The trainer then assumes the role of discussion leader, providing explanations only when necessary to help clear up misconceptions. This process continues until the readers are in agreement with the guide, the trainer and each other as to the categorization of the papers.

Using these training methods and careful monitoring procedures during scoring, National Assessment maintains excellent scorer agreement. In scoring actual assessment data, most papers are scored by two readers and discrepancies are reconciled by a third. The need for reconciliation usually occurs for less than 10% of the papers and on many exercises occurs on less than 5%. Exhibit 3 gives the interscorer agreement percentages for those exercises scored by more than one reader. The scoring procedures for two of the exercises, "Poster Calendar" and "Electric Blanket," were so straightforward that these exercises were categorized by one reader with a random 10% sample of the papers read by two readers. The pairs of readers agreed on 99% of the papers for both exercises. It should be emphasized that to measure changes from assessment to assessment, papers from all assessments of an age group were randomly ordered into a single pool and scored together following the 1978-79 assessment.

EXHIBIT 3. Interscorer Percentages of Agreement
for 1978-79 Primary Trait Scoring

	1969-70 Papers	1973-74 Papers	1978-79 Papers
Age 9			
Goldfish (101006)		93.9	94.7
Fireflies (102012)	93.3	94.3	95.1
Puppy Letter (201001)		93.6	93.3
Age 13			
Loss (101007)		91.2	91.8
Rainy Day (102015)	93.1	94.1	92.4
Principal Letter (201006)		94.1	93.5
Age 17			
Grape Peeler (101015)		96.2	94.2
Stork (102016)	96.7	93.0	95.4
Recreation Center (201007)		95.2	91.2

Holistic Evaluation

Responses to two exercises ("Kangaroo" and "Describe Something," which was given at two ages) were scored using the holistic method. When readers holistically score papers, they do not focus upon particular aspects of a paper such as mechanics, ideas or organization. Rather they concentrate on forming an overall impression of each paper relative to the other papers they have read. Their primary task is to rank order the papers from best to worst, not to identify errors or to specify writing problems. Of course, holistic scoring, like primary trait scoring, may be used in conjunction with other evaluation methods, such as those concerned with syntax and mechanics.

The 1978-79 holistic scoring, which was subcontracted to Edward White, University of California at San Bernardino, involved several steps. First the table leaders -- all of whom were experienced holistic readers -- surveyed the pool of papers from all three assessments and selected examples of papers representing four levels of quality. They then developed guidelines describing each level of quality and how to distinguish between top-half and bottom-half papers. The scoring session began with some discussion of the characteristics of the example, or anchor, papers and guidelines, and then several practice scorings of other papers were conducted to refine the scoring scale description and iron out discrepancies among readers. When all readers were comfortable with the guidelines, they scored papers for an hour, after which they discussed more anchor papers. Throughout the subsequent scoring there were periodic discussions of papers to insure that readers continued to hold the same standards. Holistically scored papers were rated by only one reader. Reliability of scoring was checked by having a random 10% of the papers read by pairs of readers to detect potential discrepancies. The percentages of agreement were 68% for age 9, 79% for age 13 and 79% for age 17.

Papers from all three assessments of an age group were randomly ordered into a single pool and holistically scored in a single scoring session. The scorers did not know in which year any particular paper was written, so they necessarily applied the same criteria to all papers. After the scoring, the ratings were examined to determine whether those papers written in different years were perceived, as a group, to be worse or better than the others.

The "Kangaroo" exercise (102013, age 9) and the "Describe Something" exercise (203012, ages 13 and 17) are accompanied in Part II by the scoring guides used by the 1978-79 holistic readers. Since "Describe Something" was administered to both 13-year-olds and 17-year-olds, it is accompanied by two sets of guidelines -- one for each age.

The remainder of this holistic scoring discussion explains briefly why National Assessment adopted the primary trait system and uses the holistic method so sparingly. NAEP's experiences with both scoring procedures are discussed more fully in Using the Primary Trait System for Evaluating Writing (1980), a paper that accompanies this exercise set.

Holistic scoring, named for its emphasis on a reader's response to a whole essay rather than to specific aspects of it -- such as style, content, mechanics, and so on -- has long been used to evaluate essays written for the College Boards and other college entrance examinations. This method of scoring provides a reliable ranking of essays, a ranking most trained readers would endorse. Also, once the scale points are defined and the readers are trained, the actual rating of the papers can be done quite rapidly (approximately one reading per minute including time spent organizing the papers). Holistic scoring has proved to be a practical method of ranking large numbers of papers. It is fast, relatively inexpensive and meets the technical requirements of norm-referenced tests.

However, National Assessment found some difficulty in explaining what the results of such scoring actually mean. It is true that broad criteria for score points are often specified and that by rating example papers, scorers can be taught to apply the criteria consistently. However, the relationship between the scorers' internalized criteria and the external or specified criteria is never described. The interpreter of the results is given broad definitions and example papers, but never knows precisely why a particular paper received the rating it did. It is difficult to tell whether poorer papers all have good content and many mechanical errors, poorer content and fewer mechanical errors, mediocre content with syntax problems, and so on. Further analysis of the papers in each score point is necessary to collect this information.

In addition, although rank ordering works well to separate the better papers from the poorer papers, it must be remembered that holistic scoring is a relative process based on the quality of writing received. The terminology of top-half and bottom-half papers, although useful for training readers, has some inherent problems in that it tends to encourage a normal distribution. Generally speaking, for every holistic scoring about 50% of the papers will be considered the better papers. However, in one sample, the poor papers might represent competent writing and the better papers excellent writing, while in another sample, the poor papers might be nearly illiterate and the better papers just "less poor."

The fact that holistic score points have only broad criteria, the fact that a normal distribution is encouraged and the fact that papers are rated in relationship to each other rather than external criteria create difficulties not only in reporting, but also with replication. In practice, National Assessment has found that even if the rank order of essays is replicated by a second group of readers, the location of the entire distribution of scores might not be reproduced satisfactorily. In one NAEP study, it was found that the *same* papers rescored holistically several years later had a significantly higher mean holistic score.

National Asessment has also determined that the distribution of holistic scores for any given (sub)set of papers is highly dependent on the entire set of papers with which it is scored. If independent evaluators could score all, or a subsample, of the two sets of papers together, they could then report differences between their papers and NAEP papers. However, when such a procedure is followed, the "national results" against which, say, Maine compares its data would probably be different from the "national results" to which Florida compares its data, and both will be different from the "national results" reported by NAEP. This phenomenon is also true for NAEP. NAEP will report different holistic results for the 1969-70 assessment every time the 1969-70 data are scored with different sets of comparison data.

Cohesion and Coherence Evaluations

When National Assessment evaluated the "Kangaroo" and "Describe Something" papers in 1973-74, responses written in both 1969-70 and 1973-74 were analyzed for a number of characteristics including paragraph coherence. To determine paragraph coherence, readers were given general guidelines and asked to categorize paragraphs as coherent, coherent and developed, or simply visually indicated as paragraphs. These exercises were readministered in 1978-79, but NAEP did not have resources to rescore the 1969-70 and 1973-74 papers. Therefore, the same system was used in 1978-79 to score responses to these exercises.

Papers were scored for paragraph coherence by two readers and discrepancies reconciled by a third. In addition, 10% of the 1969-70 and 1973-74 papers were rescored at the same time that the 1978-79 papers were scored to determine whether scorers were using the same standards. The percentage of agreement on these papers was about 90%. Guidelines used to rate paragraph coherence accompany both the "Kangaroo" (102013) and "Describe Something" (203012) exercises in Part II.

Both because coherence is an essential element of writing and because the paragraph rating procedure instituted in 1973-74 had indicated some decline in coherent writing between 1969-70 and 1973-74, consultants agreed that a more thorough method of describing coherence and cohesion was needed. In consequence, a separate cohesion guide was developed for the 1978-79 assessment and used in place of the paragraph coherence guide to rate papers collected in all three assessments written in response to the previously unreleased "Fireflies," "Rainy Day" and "Stork" exercises.

The term cohesion refers in general to the many ways words and ideas are linked together in writing to create a sense of wholeness and coherence. For cohesion scoring, readers sorted papers into groups representing four degrees of cohesiveness. Papers in the lowest group (level 1) display no or few connections between sentences and are loosely structured. Papers in the next group (level 2) display attempts to tie ideas together here or there but do not show any unifying structure. Cohesive papers (level 3) display gathering and ordering of details and ideas, and fully coherent papers (level 4) display a number of strategies and devices that bind the narrative into a unified whole. "Fireflies" (102012, age 9), "Rainy Day" (102015, age 13) and "Stork" (102016, age 17) are each accompanied by the Cohesion Scoring Guide in Part II. Although the examples of specific cohesive ties reflect the different exercises, the guides for each of these exercises are essentially the same and were developed to be applicable to responses to almost any writing task. More information about cohesion scoring is contained in Guidelines for Describing Three Aspects of Writing: Syntax, Cohesion, and Mechanics (1980), which accompanies this exercise set.

In preparation for training for cohesion scoring, NAEP consultants and staff selected papers representative of the four score levels for each of the three exercises. Prior to actual scoring, readers discussed the scoring criteria, sample papers and the various types of cohesive ties and strategies. It was stressed that readers were not to count ties, but rather categorize each paper according to an overall impression concerning the number, variety and success of the ties.

Although the cohesion evaluations were done by a different group of scorers than the primary trait scoring, the arrangements and procedures were very much like those discussed for the primary trait system. The scoring was subcontracted to Westinghouse DataScore Systems and readers were persons with English experience. A table leader was assigned to help with training, and the scoring proceeded very much like the scoring for the primary trait system, with periodic checks for consistency and reliability. As with the primary trait system evaluations, each paper was rated by two readers and, when necessary, ratings were reconciled by a third reader. Exhibit 4 gives the interscorer percentages of agreement for the cohesion scoring. Papers for all three assessments were read at the same time.

EXHIBIT 4. Interscorer Percentages of Agreement
for 1978-79 Cohesion Scoring

	1969-70 Papers	1973-74 Papers	1978-79 Papers
Age 9 (102012: Fireflies)	93.0	93.2	94.0
Age 13 (102015: Rainy Day)	91.5	93.5	90.9
Age 17 (102016: Stork)	93.1	94.0	94.2

Syntax Categorizations: T-Unit Analysis and Sentence Types

As with the procedures for evaluating coherence, the procedures for describing syntax was amplified for reporting results in 1978-79. For the 1973-74 evaluation of the "Kangaroo" and "Describe Something" exercises, a system was used whereby sentences were categorized as to type -- simple, compound with phrase, complex, and so forth. This system was also used with "Kangaroo" and "Describe Something" papers collected in 1978-79. Approximately 10% of the previously scored papers from each assessment were rescored in 1978-79 to provide information about reliability. Agreement averaged about 90% for the various sentence types. Both the "Kangaroo" (102013) and "Describe Something" (203012) exercises in Part II are accompanied by outlines of categories of sentence types.

During preparations for the 1978-79 writing assessment, National Assessment consultants pointed out that even though a sentence-type categorization may be more readily understandable to the general public, most research on syntax or sentence forms is done in terms of the "T-unit" instead of the sentence. Syntax analysts use the T-unit -- an independent clause and all its modifying words, phrases and clauses -- because it enables them to focus upon embedding more precisely than does the sentence. Embedding skills -- the processes by which writers subordinate or coordinate additional information into independent clause units -- have been shown to develop in writers as they mature, enabling older and better writers to convey more information more efficiently. A T-unit analysis takes into account subordination and coordination between words, phrases and a main clause and subordinate clauses. It does not take into account coordination between main clauses, that is, the tendency to string sentences together rather than embed information.

Since a T-unit analysis provides more precise information than categorization by sentence types and can be used to provide results both for T-units and sentence types, National Assessment decided to use the T-unit analysis procedure for describing responses collected in three assessments of the previously unreleased "Fireflies" (102012), "Rainy Day" (102015) and "Stork" (102016) exercises. This scoring entailed delineating T-units and marking varieties of nominalization, modification and coordination. An outline describing each characteristic tabulated in the T-unit analysis, as well as the sentence types derived from that analysis, accompanies each of these exercises in Part II. A detailed description is found in Guidelines for Describing Three Aspects of Writing: Syntax, Cohesion, Mechanics, (1980), which accompanies this volume. The complete guidelines used by the 1978-79 scorers are available from National Assessment.

The syntax scoring was also accomplished by readers at NAEP's scoring subcontractor, Westinghouse DataScore Systems. A special group of scorers, already thoroughly familiar with grammar, usage and linguistics scoring guides, were trained for about four weeks on National Assessment papers previously scored by NAEP staff, consultants and the Westinghouse DataScore Systems table leader.

Maintaining reliability with a system as complex as that used to describe syntax is difficult, not so much because it is difficult to assign the correct categories but because it is difficult to make sure that each paper is fully read and completely categorized. To make sure that some characteristics of the papers were not overlooked, papers rated by National Assessment were usually scored by at least three and sometimes by four or even five readers.

Mechanics Categorizations

The fact that National Assessment routinely measures mechanics skills, as well as the magnitude of the effort, makes it clear that NAEP recognizes that descriptive scoring of grammar and mechanics provides considerable concrete and specific information about written responses. However, this type of scoring can be quite time consuming and very expensive. Also, NAEP consultants feel, as stated in the 1973-74 objectives booklet, that "mechanical correctness should not be the sole criterion for evaluating a piece of writing" (Writing Objectives, Second Assessment, p. 6). National Assessment generally applies this procedure to only one or two writing tasks and leaves most of the analyses that supply detailed descriptive and diagnostic information to researchers and specialists.

Responses to "Kangaroo," "Describe Something," "Fireflies," "Rainy Day" and "Stork" were scored for mechanics. Sentence fragments or run-ons were tabulated, as were agreement errors and awkward sentence constructions. Words were coded for misspellings, capitalization errors and word-choice errors. Punctuation errors of omission and commission were also coded. Each exercise scored for mechanics is accompanied in Part II by an outline of the types of errors NAEP tabulated. Again, detailed information is contained in the paper Guidelines for Describing Three Aspects of Writing: Syntax, Cohesion, and Mechanics (1980), and the complete guidelines used by readers are available from National Assessment.

The mechanics tabulations were accomplished by the same readers that did the syntax analyses. Training procedures and scoring procedures were the same as those described in the preceding section. Readers could either complete both types of scorings during the same reading or go through a paper several times. In either case, the time required to score a paper was about 10 to 15 minutes for mechanics error counts, but 15 to 20 minutes for a more detailed analysis including both mechanics and syntax. (These time estimates include breaks and time for organizing the papers.) Of course, actual times will vary depending on the difficulty of each specific writing task, the propensity of the respondents to write and the number of tabulations included in the analysis.

Sentence Combining, Cloze Paragraphs, Attitude and Background Questions

The sentence combining tasks were rated by the syntax and mechanics scorers. Since these scorers were extremely knowledgeable in the area of subordination and coordination strategies, training with prepared papers was fairly perfunctory. It was decided that one scorer was sufficient, although scoring, as always, proceeded with the standard quality-control and reliability checks.

The cloze paragraphs, which were multiple-choice, were scored by optical scanning machines, as were the attitude questions and most of the background questions. Responses to the two open-ended background questions were coded when booklets were checked for completeness upon receipt from the field.

Explanation of Exercise Documentation

Exercises are reproduced essentially as they were seen by the respondent.[2] Each exercise is accompanied by a documentation page containing information about the exercise and its administration. A sample documentation page appears below, followed by an explanation of the information included.

Writing Task: Goldfish

NAEP No.: 0-101006-52A-1

Rhetorical Mode: Expressive

Objective: I. Demonstrates ability in writing to reveal personal feelings and ideas

Subobjective: A. Through free expression

NAEP Scoring: Primary Trait: Expression of participation in an existence different from self through elaboration of detail.

Age: 9

Total Time in Seconds: 930

Number of Lines: Page 1-9
Page 2-26
Page 3-21

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[2] Pages that contained only lines provided for written responses are not reproduced. However, the number of pages and lines provided for responses is indicated in the exercise documentation.

Name and NAEP Number

The writing task, or "name," given to each exercise is provided as an efficient way to refer to any given exercise. The NAEP number is a unique number assigned to each exercise for documentation and reference purposes. The exercise "name" and NAEP number are provided not only on the documentation page, but are also found at the top of each exercise and scoring guide.

The NAEP number contains information that may be useful to the reader. For example, "Goldfish," the first exercise presented in this volume and the exercise used in the example above, has the full NAEP number 0-101006-52A-1. The leading digit before the hyphen, "0," indicates the subject area of writing. All the exercises in this volume were developed for the subject area of writing.

The primary objective and subobjective for each exercise can also be determined from the NAEP number. Given the six-digit number between the hyphens -- in this case 101006:

101006: The first number in the six-digit number indicates the objective. There are three writing objectives. A "4" indicates a sentence-combining or cloze exercise and a "5," background questions.

101006: The third number in the six-digit number indicates the subobjective. 1=A, 2=B, 3=C.

Therefore, "Goldfish" was written to measure writing Objective I, Subobjective A.

101006: The last two numbers in the six-digit number are sequence numbers used to give each exercise in a learning area a unique number.

The next three digits -- "52A" in the "Goldfish" sample -- are an assessment year indicator. The indicators used in this volume are: 52A -- a 1973-74 exercise used for the second time in 1978-79, 13A -- a 1969-70 exercise used for the third time in 1978-79, and A1A -- an exercise used for the first time in 1978-79.

The last digit indicates the ages at which an exercise was administered ("1" = age 9, "2" = age 13 and "3" = age 17). Thus, "Goldfish" was administered to 9-year-olds.

Rhetorical Mode

The rhetorical mode of each writing task is given for exercises measuring Objectives I and II. Objective I was interpreted to require expressive writing. The primary purpose of most Objective II (social, business and scholastic) writing was identified as either persuasive or explanatory.

Objective and Subobjective

The 1973-74 writing objectives served as the guide for developing exercises for both the second (1973-74) and third (1978-79) assessments of writing. Exercises developed for the first assessment (1969-70) were reclassified by these objectives in 1973-74. The documentation lists the assessment objective and subobjective for essay tasks and the attitude scale.

The sentence combining, cloze and background questions were not developed to measure the objectives per se, but rather to provide additional information and a better context for reporting changes in writing performance. Thus, objectives and subobjectives are not listed for these exercises.

NAEP Scoring

For the open-ended essay tasks, the scoring used by National Assessment is documented as primary trait, holistic, cohesion, paragraph coherence, mechanics and syntax or some combination of these methods. These scoring methods are described more fully in Part I in the section labeled "Scoring Procedures." In addition, these scoring methods are described in detail in the two papers accompanying this exercise set. The primary trait is listed for each exercise rated by the primary trait method. The sentence combining exercises are simply designated as open-ended.

Timing and Lines Per Page

This information documents the amount of time and space students were given to write their answers. Exercise booklets were accompanied by paced audio tapes. For each age group, the total time allotted for an exercise in the 1978-79 assessment is shown in seconds. This includes time for both reading the stimulus and for responding to the exercise. Actual tapescripts showing exactly what was read and how the total time was broken down into stimulus and response times are available from National Assessment. Glossy pictures of the stimulus materials used are also available to users.

The number of lines per page indicates how many pages were provided for students to write their responses and how many lines were included on each page. It should be remembered that some exercises had longer stimulus materials than others; therefore, the number of lines alone cannot be used to determine the total length of the exercise. However, since the stimulus materials are reproduced in the volume, both pieces of information can be used to determine how the exercise was presented to students.

Using the Exercises

National Assessment believes that assessment of writing, like assessment in any other subject or skill, should be conducted according to clearly defined goals. However, NAEP goals, as defined by panels of writing educators, may not be the precise goals of the writing program in every district, school or classroom. Even when goals do correspond, NAEP data are not always refined enough to use in making decisions about concrete program modifications. However, NAEP data can be used to suggest areas that may be of concern. For example, if over 90% of the respondents nationally accomplish a specific task, then chances are that many students in a particular district can also. But if only 30% of the students nationally can accomplish a given task, then this area may warrant investigation. NAEP data can also be used as a basis of comparison to determine how well students are doing relative to other students in the same area of the country or type of community. Such comparisons should be made with care.

If the purpose of a writing evaluation is to replicate NAEP procedures in order to make precise comparisons with National Assessment results, some caution is necessary. NAEP has found that even very subtle differences in interpretation of specific scoring guide categories make precise comparisons impossible. To help alleviate this difficulty, NAEP is working with WDSS to further document the training packets and prepare copies so they can be made available to those replicating NAEP procedures. In addition, National Assessment recommends that users arrange for a sample of NAEP papers to be included in their scoring process as a reliability check. In this way, shifts in scores given to NAEP papers can be used as a basis for making statistical adjustments that will enable precise estimates of performance differences. Preparing such sample sets of papers is a time consuming process, and NAEP may be unable to make them immediately available. Still, NAEP will do its best to respond to requests for information and assistance.

The following materials may also be helpful references.

1. Writing Objectives, Second Assessment (with a 1978-79 Supplement), 1972

2. Using the Primary Trait System for Evaluating Writing, 1980, no. 10-W-51

3. Guidelines for Describing Three Aspects of Writing: Syntax, Cohesion, and Mechanics, 1980, no. 10-W-50

4. Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume I -- 17-Year-Olds, 1980, Report no. 10-W-01

5. Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume II -- 13-Year-Olds, 1980, Report no. 10-W-02

6. Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume III -- 9-Year-Olds, 1980, Report. no. 10-W-03

7. Procedural Handbook: 1978-79 Assessment, 1980, Report no. 10-W-40

8. Writing Exercise Set, 1976, no. 05-W-25

9. Writing Mechanics, 1969-74, 1976, Report no. 05-W-01

10. Expressive Writing, 1977, Report no. 05-W-02

11. Explanatory and Persuasive Letter Writing, 1977, Report no. 05-W-03

12. Write/Rewrite: An Assessment of Revision Skills, 1977, Report no. 05-W-04

A publications list describing these materials and their cost is available from the National Assessment of Educational Progress at the following address:

Education Commission of the States
1860 Lincoln Street, Suite 700
Denver, Colorado 80295

PART II: RELEASED WRITING EXERCISES, DOCUMENTATION, SCORING GUIDES AND SAMPLE STUDENT RESPONSES

101006-1 "Goldfish"

Sometimes it is fun to think about what it would be like to be something besides a person. What would it be like to be a goldfish? Or an airplane? Or a horse? Or a tree? Or any other thing?

Think about what you would like to be. Write the name of the thing in the box below. Then write about what it is like to be that thing. Space is provided below and on the next two pages.

WRITING TASK: Goldfish

NAEP #: 0-101006-52A-1

RHETORICAL MODE: Expressive

OBJECTIVE: I. Demonstrates ability in writing to reveal personal feelings and ideas.

SUBOBJECTIVE: A. Through free expression

NAEP SCORING: Primary Trait: Expression of participation in an existence different from self through elaboration of detail.

AGE: 9

TOTAL TIME IN SECONDS: 930

NUMBER OF LINES:
p.1 - 9
p.2 - 26
p.3 - 21

TRAIT SCORING GUIDE
"GOLDFISH"

Rhetorical Mode: Expressive

Primary Trait: Expression of participation in an existence different from self through elaboration of detail.

Rationale of Primary Trait: The instructions stress "what it is like to be that thing." The quality of a paper is determined by two factors: 1) the extent to which the writer is able to assume another form of existence and 2) the degree of specificity the writer uses to elaborate how it is to exist as that form of being.

General Scoring Rationale: Competence is indicated by the invention and elaboration of consistent detail. Readers should mainly take into account the quantity of detail and whether that detail is particularized to the selected object -- for example, almost any "thing" could be happy, fewer are cute, still fewer are fuzzy, and only cats meow. Better papers will not only express a number of details focused on "the thing" but will elaborate those details in a sustained and consistent fashion. The best papers will be unified by some expressive or logical principle.

Scoring Guide Categories:

0 = No response.

1 = Little or no expression of what the thing is like. These responses offer only a minimal amount of detail. Some may offer a few (up to 3) highly specific details, but the responses are just too sparse to convey anything beyond a limited expression of what the thing is like. Others may offer more (as many as 5) bits of information, but some or all of them are too vague (or even nonsensical) to help particularize the thing the writer wants to be.

2 = Moderate expression of what the thing is like. These responses are moderately detailed. They include 4-5 details which particularize what the thing is like. Yet they either are too brief or possibly include extraneous or vague bits of information so that their expression of what the thing is like remains incomplete or fragmented.

Scoring Guide Categories (continued):

3 = Detailed expression of what the thing is like. These responses may take several possible forms.

a. They may include 6 or more details which particularize what the thing is like. However, details tend to be briefly stated (not elaborated) and only a moderate degree of linkage between the details is present.

b. They may contain only 4-5 details. However, several of these details are elaborated. The information seems to be presented in clusters.

c. They may include 5 details related to each other by means of a narrative or characterization.

In summary, the "3" responses particularize the "thing" but lack elaboration and unification of detail. They may even contain some inconsistent elements.

4 = Consistent and vivid expression of what the thing is like. These responses are highly detailed (6 or more details some of which are elaborated) and are unified by the presence of some kind of expressive or logical principle.

7 = Illegible, illiterate.

8 = Misunderstands the task, writes on another topic.

9 = I don't know.

"Goldfish"

Primary Trait Category 1 Responses

horse

I whant to Be a horse.
Becuse I whund like to
Be a good ran and Be a good
horse to.
The
end.

A Cheetah

I would like to be a
cheetah. Because they run fast.
and they allways eat meat.
and I would like to be
in the jungle. It would be
very fun being a cheetah out
in the jungle for a
long time.

a TRee

I Wood like to Be a tRee Becoscase I liKE TRees and Thay are butaful and preaty.

I would like to be a goldfish

I would want to be a goldfish because. I like the color orange.

"Goldfish"

Primary Trait Category 2 Responses

a tree

It's nice to be
a tree because you
can live almost forever
and when someone
chops you down
you would be helping
others keep warm,
and you could have
nice ripe apples,
peachs, lemmons, limes or
cherrys and have nice
flowers and leaves, if i
had to be something
else a tree is what
id be.

"Goldfish"

Primary Trait Category 2 Responses *(cont.)*

A Race Car

I would probally have to be able to run very fast. Sometimes I'll come in fora pit for an oil, gas, or any other kind of break. Mostly I'll be woring about my spead, tires, and my body. I would have had to drive around the race track to get use to it and get the feel of it.

a blue bird

I would like to be a blue bird cause I like to fly. I also would like to to travel down south free and sit in palm trees and smell the fresh ocean water and air.

"Goldfish"

Primary Trait Category 2 Responses *(cont.)*

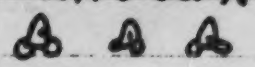
a horse

a horse can run and have a coalte
and have fun and play around.
and eate hay and run around
and have fund and dont have
to go to school and no leanse
and gite wet in the rain and
snow and have frinds that
is horse's and cow's and a
Boy and a cat and a dog
and be rode around the paster
and be rode on the rode.

"Goldfish"

Primary Trait Category 3 Responses

Tree

Becouse peple will come to pick apples. And I can Live longer then a person. Becouse in the winter I cod be wite and prette. And in summer I cod be green. and in the fall I cod be full of Leves. And in the spring I cod Show everbody how I cover everbody when they are hot. and in the winter I cod make a good arms and legs. For a snowman. And when a car is going to fast I can falldown Like tose one. → 

The End

"Goldfish"

Primary Trait Category 3 Responses *(cont.)*

A Horse

You can roam through the hills. And you could play as long as you wanted. and you could eat as mush grass and you could drink all of the water you wanted. You could let people ride you. And You Could pull a cart or a wagon with someone in it. And maybe someday you would be a racing horse and win a race.

a cat

If I were a cat I would sit by a warm fire and lick my paws and drink warm milk. And in the early morning I would run outside and jump merely in the wind. I would run up a tree and down again. I would chase birds and mice and jump happily in the wind with the sun on my face. I think it would be nice to be a cat. Don't you think so to? I know I do! It would make me happy to do such things.

The End

A Jet

It would be nice to be a plane to be above all of those clouds and look down at the ground and houses and all of those things. But most of all I would lile to fly fast through the air and fly over the Atlantic Ocean and over the states. Then I'd have four big engines and very powerful too.

"Goldfish"

Primary Trait Category 4 Responses

If I Was A Mug

If I was a mug I would sit on the bathroom sink and wait for morning. When morning came, someone would come in and brush their teeth. Then they would fill me up with water and take a drink from me. It might feel like someone sucking my blood, but I wouldn't care. It would be fun to have some one pour water into me and then drink from me. I probably wouldn't sleep in case someone wanted a drink of water in the middle of the night. But I wouldn't get tired because mugs don't get tired. The only problem would be if some one dropped me and I broke. That wouldn't be fun. But then if that someone glued me back together it would be okay. But it wouldn't be the same.

THE END

a tree

I would like to be a tree
because I would be out side
and people will water me and
my leaves will change colers
in fall. and children will
climb on me and have fun.
and the birds will make nest
in the tree. so I would like
to. be a tree I thing it is
fun and in the fall
children will take my
leaves to school and shar.
I thing trees look pretty
when there green too.
the cildren will hang a
swing on my brange
and swing I like kids
to have fun.

I would like to be a Lion because he is the king of beasts in the jungles of the world. I must be fun walking aroud so proudly.

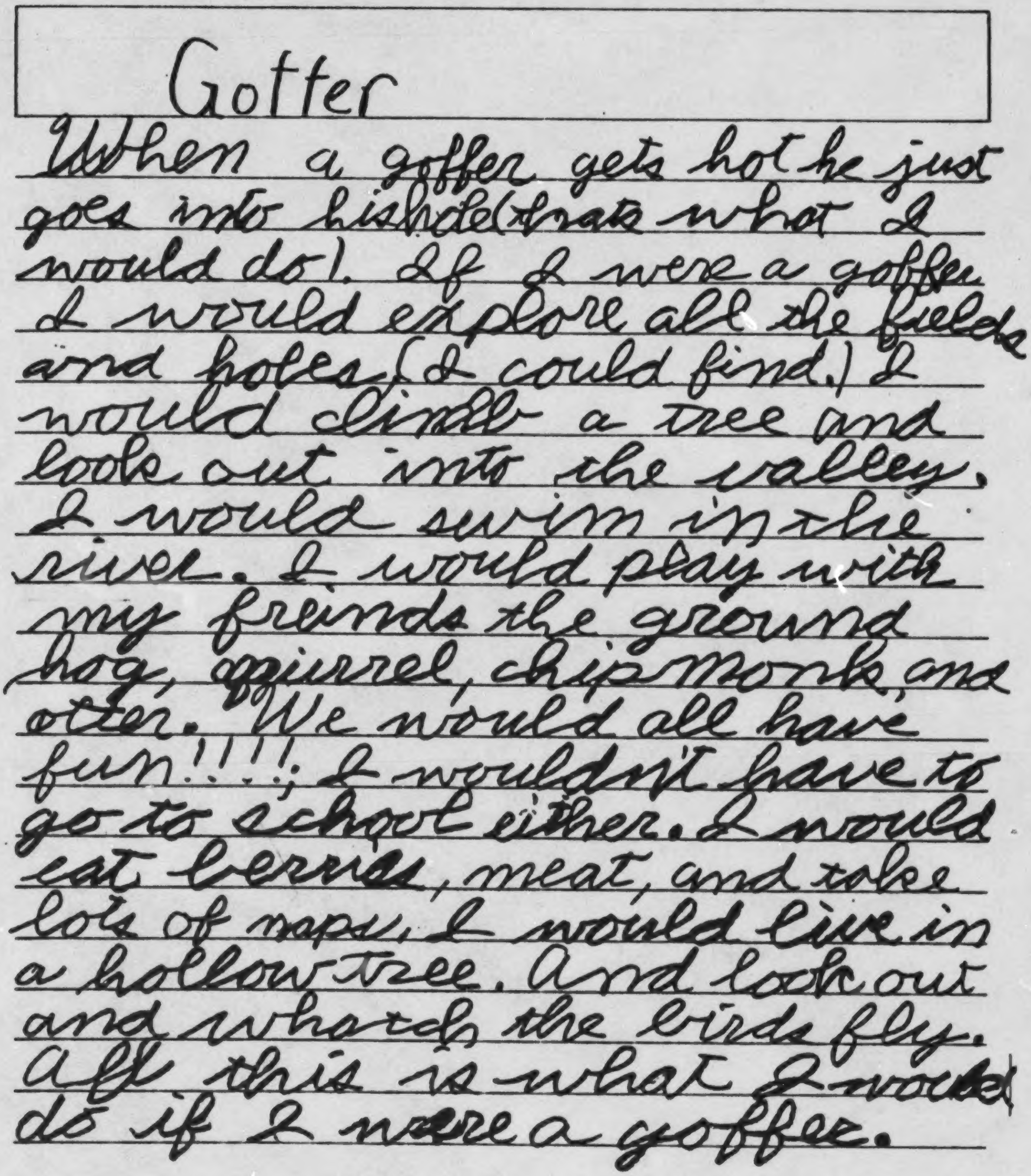
Only if I were a lion I would be so proud. And every body would listen to my roar.

Because a lion hunts for his families food and his own food.

Because every body would be afraid of me. And if a tiger is tring to eat my baby I would chase him away.

Thats why I would like to be a lion. It must be a wonderful life.

Because I would be the strongest lion in the world. Only if I could be a lion I would be so happy.



Gotter

When a goffer gets hot he just
goes into hishole(thats what I
would do). If I were a goffer
I would explore all the fields
and holes (I could find.) I
would climb a tree and
look out into the valley.
I would swim in the
river. I would play with
my friends the ground
hog, squirrel, chipmonk, and
otter. We would all have
fun!!!! I wouldn't have to
go to school either. I would
eat berries, meat, and take
lots of naps. I would live in
a hollow tree. And look out
and whatch the birds fly.
All this is what I would
do if I were a goffer.

101007-2 "Loss"

Everybody knows or can imagine what it is like to lose something or someone of special importance. Valuable things may be lost or broken, close friends or relatives may die or move away, favorite pets may be lost or killed.

Think of some loss you have experienced. Tell what you especially remember about what you lost, and how it feels to experience such a loss. Space is provided below and on the next two pages.

WRITING TASK: Loss

NAEP #: 0-101007-52A-2

RHETORICAL MODE: Expressive

OBJECTIVE: I. Demonstrates ability in writing to reveal personal feelings and ideas.

SUBOBJECTIVE: A. Through free expression

NAEP SCORING: Primary Trait: Expression and substantiation of value and feeling through recollection and inventive elaboration.

AGE: 13

TOTAL TIME IN SECONDS: 1113

NUMBER OF LINES:
p.1 - 12
p.2 - 20
p.3 - 21

TRAIT SCORING GUIDE
"LOSS"

Rhetorical Mode: Expressive

Primary Trait: Expression and substantiation of value and feeling through recollection and inventive elaboration.

Rationale of Primary Trait: This exercise is oriented to writing about the experience of loss, in particular, the kind of loss which arouses intense feeling. The directive for the exercise requires respondents to write about the loss in two interrelated ways. First, respondents are asked to "tell what you especially remember about what you lost." In this way they are led to express and to substantiate the "special importance" of the lost object, pet or person. Respondents are next asked to tell "how it feels to experience such a loss." In other words, they have to translate feelings into tangible terms. The directive as a whole requires respondents to use writing as a means of defining the nature of a personal loss -- by defining the value of what was lost and by defining the felt experience of losing that object, pet or person. In both instances, the definition is expressed and substantiated through recollection.

General Scoring Rationale: In rating this exercise, readers should look for evidence that writing is being used to express and substantiate the nature of a particular loss -- with respect to both the importance of what has been lost and the feeling about the loss. The first may be done through 1) connotative or value-laden description of the object, pet or person, 2) description or narration of shared activities or past events involving the object, pet or person, 3) metaphoric statements about the relationship between the respondent and what has been lost. The feeling may be established by 1) descriptions of mental, emotional or physiological reactions to the loss; 2) descriptions of physical reactions to the loss, such as looking for the object, burying the pet, or visiting the grave of a person; 3) metaphoric statements which define or seek to define the feeling by using comparisons. In looking for evidence that both value and feeling have been expressed and substantiated, readers should not be misled or distracted by pure reporting of events leading up to or circumstances concerning the time and place of the loss. It is inevitable that respondents will include some facts, but readers should recognize that merely factual reports or sections of a response given over to factual reporting are not evidence of a particular value or a particular feeling associated with the loss.

General Scoring Rationale (continued):

Readers should also be aware that assertions of value, feeling or reaction--"It was of great value to me," "It was important to me," "I was sad," "I felt bad," "I cried"--are too vague and generalized in and of themselves to be regarded as evidence of substantiation. Readers should look for specific and detailed evidence in the responses that writing is being used to express and substantiate the emotional process that loss involves. Something of value which once existed and produced feelings of pleasure or satisfaction no longer exists. (For responses that consider more than one loss, readers should choose the section of the paper that would receive the highest classification.)

Scoring Guides Categories:

0 = No response.

1 = Little or no expression of value and feeling. These responses show no or only vague evidence of using writing to express and substantiate value and feeling through recollection and elaboration of details concerning a particular loss.

a = Some "1" responses offer factual reports of varying lengths but include no or only vague assertions of feeling.

b = Some "1" papers list a series of losses. Some parts of the series identify the losses and nothing more; others may offer vague assertions of feeling.

c = Other "1" responses are just too sparse to provide any substantiation of feeling and/or value. "I was sad when my favorite grandfather died." "My cute puppy was run over by a car. I cried." "I was sad and depressed when my dog died." "My aunt was nice. She came over everyday."

2 = Moderate expression of value and feeling. These responses show some evidence of using writing to express and substantiate value and feeling through recollection and inventive elaboration of details concerning a particular loss.

a = Some "2" papers offer details (2-3) to establish and substantiate feeling about the loss but do little or nothing to substantiate the value of what has been lost.

Scoring Guide Categories (continued):

b = Some "2" papers offer details (2-3) to substantiate the value of what has been lost but do little or nothing to substantiate a feeling about the loss. Some of these papers may even substantiate the value of what has been lost at considerable length, but any feeling concerning loss is only vaguely present.

c = Some of these responses substantiate both value and feeling, but the details are few (1 or 2 for each dimension) and relatively generalized.

3 = Expression of value and feeling. These papers use writing to express and substantiate value and feeling through recollection and inventive elaboration of details concerning a particular loss.

a = Some "3" papers offer extensive substantiation of feeling, yet they do little or nothing to substantiate the particular value of what has been lost. Still, the feelings expressed in the responses imply the value of the loss.

b = Some papers which substantiate the value of what has been lost at considerable length may also be classified "3", if feeling is implied. The reader should have a real sense of closeness or loss.

c = Some "3" responses substantiate both value and feeling (2 or 3 details for each dimension), but the development is still somewhat uneven or the details tend to be generalized.

4 = Developed elaboration of expression of value and feeling. These papers express and substantiate value and feeling at length and they do so through details that are sufficiently specific and vivid to establish the precise quality of what has been lost and the nature of the feelings experienced about the loss. These papers tend to be well organized and develop the experiential quality of the loss.

7 = Illegible, illiterate.

8 = Misunderstands the task, writes on another topic.

9 = I don't know.

"Loss"

Primary Trait Category 1 Responses

One day I was at school, and I came home to play with my dog, but she was gone, she got out on the foont of the house, and the dog catchers caught her..

It feels kind of sad because my older brother died when he was a little baby. My grandmother died four years ago and my grandfather died last year.

"Loss"

Primary Trait Category 1 Responses *(cont.)*

About ayear ago my dog got hit by a car. When we got him to the vet the doctor said that he would have to take her to serger so we left the dog their A few hour later the doctor called my mother and said that the dog had deid in serger I felt real bad all day

I lost my skatebord. wen I left it out in my yard. Two kids took it. I got a lot of people and we looked for it. I asked a girl if she seen the people that took it. She new the kids that took it so we went over thaier house and found them. but they sold it. we got the kid that he sold it to gave him his money and I got my skatebord back.

"Loss"

Primary Trait Category 2 Responses

My Grandpa tought me more than any one elce could. He was the one friend I could always count on. It was alful when he died. At first I couldn't belive it. He had just been toualking about taking me to Canida with him the next summer. It was really tearible.

Once I had a dog, his name was Duke. Duke was a beautiful and shiny dog. He was a large and fearless dog, he never feared anything. He could jump over a 5ft. fence without runnung. He could almost beat every dog on our block except a dog name Skippy. Duke and Skippy were a tie in fighting. One day Duke jumped the fence without me telling him and he ran like lightining. He ran as fast as he could and I never did see Duke again

Well, it feels sad to lose someone or something. When you lose some-one you feel unsercured or unsafe After a loss you don't know what to do, like, nobody to play with, nobody to share with, and nobody to experience your life with. So someone might think thats the end of them.

My grandfather died a couple of years ago. He helped me with sports. He taught me how to play football and how to play basketball.

He died because he worked to hard, he was a bartender and a mailman. He had to work hard to get my dad and his five brothers and sisters through school.

It feels really sad to think of it, and it also has a happy feeling when you think of all the fun we had.

"Loss"

Primary Trait Category 3 Responses

I lost a cat one time that was very dear to me. Her name was Penny. She was not hit by a car, or anything like that. She had a very serious disease. (I'm not sure what it was.)

I loved this cat very much. I raised her from the very begining. When we first got her, she was small + sick; her mother didn't want her. When she died, I remember how I felt. I felt ~~sort of~~ lost; as though the world was coming to an end. I cried and cried, until I could hardly breathe. There was a terrible lump in my throat, and my whole body felt like lead. It's an awful feeling!

When my pet hamster died. I came back from school one day and I went to check on him, he was frozen. I started to get tears in my eyes. My mother and I went to the docters and he said he doesn't have a chance of living, and he doesent know what made him die. When I got home, I put him in a plastic bag and buried him in our back yard. And I tried to forget about him. From this day on I still look at the cage that I put him in and remembered how he always ran to me when I had some food in my hands. And when my brother and I had races with our hamsters. His died about the same time mine did. And I'm thinking about him right now.

"Loss"

Primary Trait Category 3 Responses *(cont.)*

When my pet bird died, I was very sad. I kept remembering the fun times we had. I cried alot, & felt that I had lost something very dear to me. It felt like something was taken out of me. I felt empty & lonely. But then I thought that it was better for him to die than to suffer. & now I just try to look back happily at his joyous life.

"Loss"

Primary Trait Category 3 Responses *(cont.)*

I loss my best friend we got in a terrible fight. she's never talked to me since I remember the pain of thinking I would never again have a friend as close as her. I remember the hurt of when I saw her on the street I couldn't say hi to her because I knew she wouldn' answer. I felt really terrible I kept asking my self why did I ever fight with her. But then I thought if she going to never talk to me again over one fight she must not have been that close but it took me a long time to realize that. It's like this one saying if you love something let it go free if it never comes back to you the love was never ment to be. Now I can say that but I use to cry wanting her friendship back.

"Loss"

Primary Trait Category 4 Responses

My father got a divorce with my mother a few years ago and now I live with my mother. I visit my dad once every two weeks usually. I still feel it is a great loss because I love my father and miss him very much. It was the most difficult task I had to overcome in my life. He was gone and I had to face the facts. It was hard to adjust at first and I was very confused, but I overcame this tragic loss. I still see him about once every two weeks and it still hurts. I was hoping someday they would get back together again but they said it was impossible. I still hope they get back and I suppose I always will no matter what they say. Even though they are not living together any more I still have lots of love for them. My brother and sister were hurt to but not as much as I was. My dad and I used to have so much fun together and we still do, but not as much as when I lived with him. After they got divorced we (mother brother sister) moved away and all I could do was cry. I missed my friends and I could not stand living without them. So we moved back and were finally beginning to be happy. Then we moved across town, which really did not upset me because I was still closed to my friend and my father. I really love living here and I hope I never move again. Although, it is still not the same without dad.

"Loss"

Primary Trait Category 4 Responses *(cont.)*

If I lost a person in my family, I know I'd feel terrible. I would probably think of all the fights we had and regret them all. I woued think of all the fun we had together and probably would wish myself dead for a while.

People don't really know what they have until it's gone so I don't know how my life would go on. I'd probably come to places in my life that remind me of the person that was lost in my family and I'd cry all over again.

I really love everyone in my family very much though I may not show it sometimes.

I hope this never happens to me because my life would never be the same from then on. I might even change to the type of person who keeps everything to themselves and suffers silently, because I always consult my oldest sister for every problem that I have. My little brother is my pride and joy and I can't lose him. My parents and the other brother and sister also help in making life bearable, sometimes harder, but, most of the time they help me.

"Loss"

Primary Trait Category 4 Responses *(cont.)*

When I was a little girl in kindergarten I met a girl named Kim. We were best friends soon after we met. We went to the same school up through 3rd grade. We were practically inseparable. One day I came to school and Kim wasnt there. I had a very strange feeling about it but I didnt say anything. After three days of her not being at school I asked my mom to call her mother. When my mother got off of the phone she looked sad. Kim was in the hospital, she had been run-over by a car and was in critical condition. They operated on her but it didnt succeed. She died the next morning.

(cont.)

I had to udjust a lot after that. At first I was very remote, but after awhile I began to have other friendships. It felt very strange to have someone taken away like that. You always see it happen to other people and you say to yourself, "It'll never happen to me." But it does.

101015-3 "Grape Peeler"

Sometimes people write just for the fun of it. We thought we would give you a chance to have some fun writing.

Suppose you ordered from the Golden Fleece Mart, Ripoff, Wisconsin, a gold-plated electric banana peeler advertised for $1.98. Several days later you received a letter stating that the supply of gold-plated electric banana peelers was temporarily exhausted but that your order would be filled as soon as they received more gold. You have never received the banana peeler but every week since then you have received a letter assuring you that your order would be filled as soon as they received more gold

Now you have received a letter from the store's manager, Mr. Jason Jones, informing you that they were unable to obtain any additional gold and that in the meantime they exhausted their supply of banana peelers. However, they just received a special supply of yellow paint and electric grape peelers and they are happy to inform you that your yellow enamel-coated electric grape peeler is on its way to you.

Write a letter to Mr. Jason Jones. Space is provided on the next two pages.

Have fun writing!

WRITING TASK: Grape Peeler

NAEP #: 0-101015-52A-3

RHETORICAL MODE: Expressive - Humorous

OBJECTIVE: I. Demonstrates ability in writing to reveal personal feelings and ideas.

SUBOBJECTIVE: A. Through free expression

NAEP SCORING: Primary Trait: Imaginative elaboration of a humorous fiction.

Secondary Trait: Elements of "Having Fun" (Limited to 3 and 4 papers)

AGE: 17

TOTAL TIME IN SECONDS: 1040

NUMBER OF LINES: p.1 - 21
p.2 - 26

TRAIT SCORING GUIDE
"GRAPE PEELER"

Rhetorical Mode: Expressive-Humorous

Primary Trait: Imaginative elaboration of a humorous fiction.

Rationale of Primary Trait: The crucial word at the beginning and end of the exercise is "fun". In an effort to keep writers from taking the problem seriously as "business," they are offered several humorous points of departure. Both kinds of peelers are unusual--made more so by the addition of electric. Gold vs. yellow paint adds to the story, and even the cheap price helps. The Fleece Mart and Ripoff, Wisconsin, are further cues.

General Scoring Rationale: The main problem is to separate the "1" and "2" papers from the "3" and "4" papers. "1" and "2" papers take the task seriously, even though "2's" may hint at the humor in the situation. The "3" and "4" papers demonstrate overt efforts at humor. The "3's" may demonstrate an effort to reinforce the absurdity or they may pick up on some of the verbal plays and "4's" elaborate the situation by exploiting the absurdity and/or the verbal plays.

Scoring Guide Categories:

0 = No response.

1 = Serious discourse. Papers in which the writers seem to take the instruction to write a letter as a test of business skill. All such responses--no matter how well done--do not demonstrate an attempt at humor on any level, verbal or situational.

2 = Ambiguous discourse. Papers which are neither clearly funny nor clearly straightforward and serious. These papers do not contain any sure cues of humor. On the other hand, there may be suspicious amounts of extra detail, or slightly excessive repetition of funny details from the directive. There may also be invective and abusive language. But, these features are not in themselves clear signs that the writer took the task humorously.

Scoring Guide Categories (continued):

3 = Humor in passing. Papers that contain plays on language, funny names or other verbal or situational symptoms of humor but which do not offer much extension of the fictional situation itself. These writers are clearly amused and give clear evidence of entering into the spirit of having fun but stay fairly close to the already established absurdity, limiting themselves largely to linguistic byplay.

4 = Humorous discourse. The entire response or a substantial portion of it is an extended joke or a series of verbal plays. Some of these papers may achieve extended humor through sustained irony, rather than explicit joking, but even the ironic responses will contain cues to establish a humorous rather than serious intention. Although "4" responses will likely contain various kinds of word play, such as puns, sound effects, far-fetched metaphors, their humor will be found to grow out of situational extensions of or variations on the basically absurd situation introduced in the exercise.

7 = Illegible, illiterate.

8 = Misunderstands the task, writes on another topic.

9 = I don't know.

Secondary Traits: Elements of "Having Fun" (Limited to 3 and 4 papers)

Situational Invention: Papers in the elaboration category contain an elaboration or invention of a situation beyond that presented in the exercise. The elaborators invent extensions of the basic business situation--another form of peeler or another related device (prune pitter, coconut crackers). Papers in the creation category contain the creation of a world or a fantasy in which banana peelers and grape peelers seem to exist--a monkey farm or a banana plantation, for example.

Elaborate Repetition: These papers contain efforts to produce humor by frequent repetition of cumbersome phrases or key words. Examples include frequent repetition of full item names or repeated use of banana or grape stem name with other devices or products (banana casserole, banana soup, banana tea, etc.).

Verbal Wit: This is defined principally as puns and literary allusions. Examples would be plays on "fleece" and fancy literary allusions relating Jason and the Golden Fleece with the Argonauts. Allusions to Tarzan and Jane as well as plays on "rip-off" are also counted. Funny signatures should also be categorized here.

Situational Invention: (see definition above)

1 = Elaboration.
2 = Creation.
3 = Not present.

Elaborate Repetition: (see definition above)

1 = Present.
2 = Not present.

Verbal Wit: (see definition above)

1 = Present.
2 = Not present.

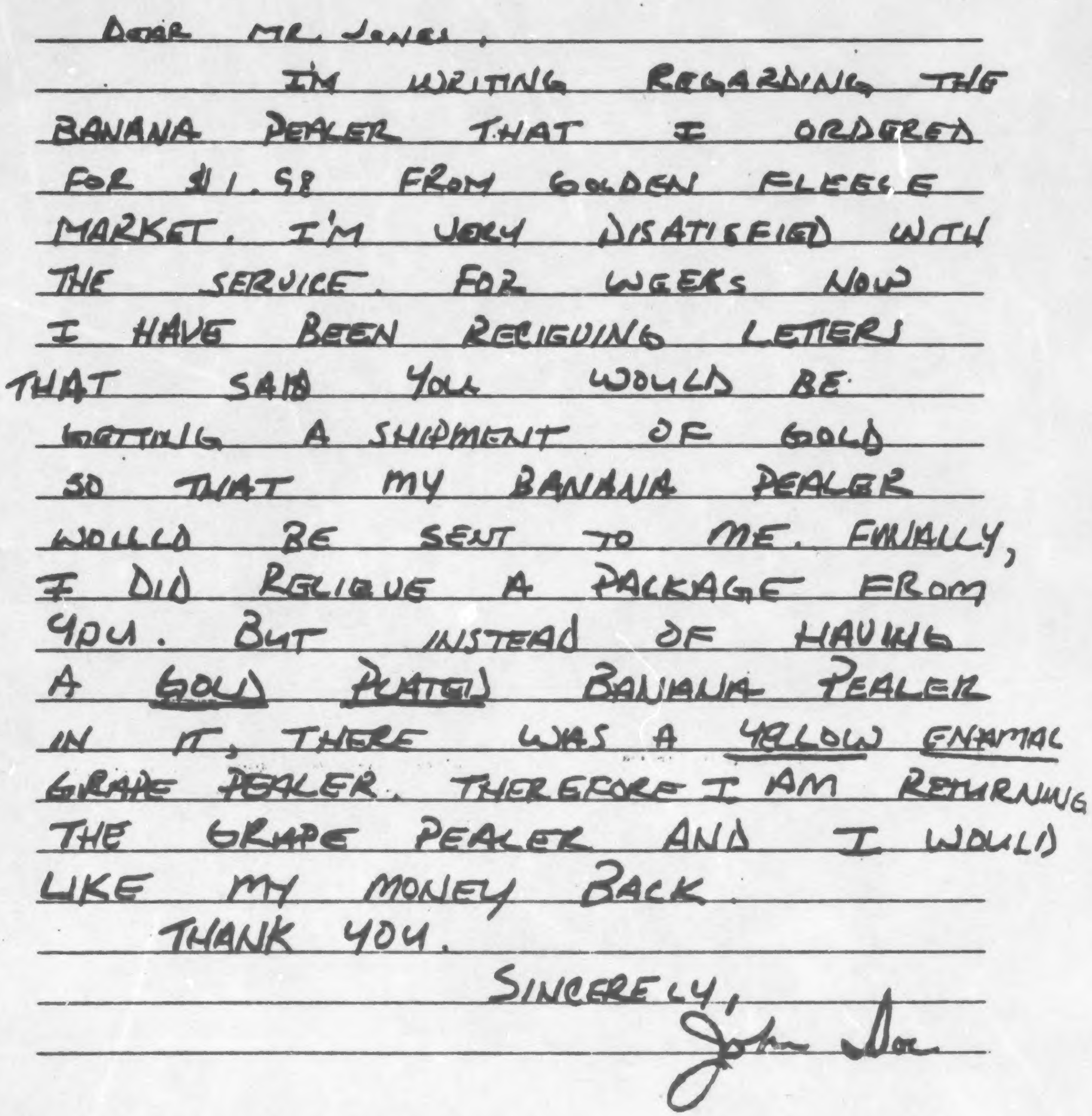
"Grape Peeler"

Primary Trait Category 1 Responses

Mr Jason Jone:

For the last couple months I have been recieving letters from you saying that you were temporarily out of gold for my gold-plated banana peeler. I just recieved another letter stating that you are umble to obtain the gold and that a yellow enamel-coated electric grape peeler is on its way to me. I do not have no use for this electric grape peeler, and when I recieve it I will return it immediatly. In addition, I will be waiting for my $1.98 to be returned

Thank you



DEAR MR. JONES,

I'M WRITING REGARDING THE BANANA PEALER THAT I ORDERED FOR $1.98 FROM GOLDEN FLEECE MARKET. I'M VERY DISATISFIED WITH THE SERVICE. FOR WEEKS NOW I HAVE BEEN RECIEVING LETTERS THAT SAID YOU WOULD BE GETTING A SHIPMENT OF GOLD SO THAT MY BANANA PEALER WOULD BE SENT TO ME. FINALLY, I DID RECIEVE A PACKAGE FROM YOU. BUT INSTEAD OF HAVING A GOLD PLATED BANANA PEALER IN IT, THERE WAS A YELLOW ENAMAL GRAPE PEALER. THEREFORE I AM RETURNING THE GRAPE PEALER AND I WOULD LIKE MY MONEY BACK.

THANK YOU.

SINCERELY,

John Doe

"Grape Peeler"

Primary Trait Category 1 Responses *(Cont.)*

Mr. Jason Jones,

I am writing in regardes to your letter. I had ordered a gold banana peeler and you have explained you wont have anymore, and that my yellow-enamel grape peeler is on the way. When I recieve the grape peeler I will send it back because I ordered a banana peeler and do not wish to have a grape peeler in it's place. I will send your grape peeler back to you, and expect a refund on my money.

Sincerly

Dear Mr. Joson Jones I do not want your gold-plated electric banana peelers.
It's just taking you to long to get it to me so if you would just send me my money back and I will 'Be happy'.

"Grape Peeler"

Primary Trait Category 2 Responses

Dear mr. Jason Jones,

Thank-you for sending the yellow-enamel-coated electric grape peeler, but I already have one. So as soon as I recieve the grape peeler I will send it back to you. If you are not able to send me my gold-plated electric banana peeler, I would like to have a refund. The totale amount I had paid was 2.25 in cash. Thank-you for your attention.

Sincerly,

Miss Ann

Dear Mr. Jones:

I'm much obilige for your offer to receive a special supply of yellow paint and electric grape peelers. But I really wouldn't need an electric grape peelers, because I dont peel my grapes, I eat them whole

I would also like to comment on your gold-plated electric banana peelers. I don't mean to be rude, but I actually think you never had a gold-plated electric banana peelers you promised me and promise me that I would get it and never did becaus of the lousy EXCUSE you gave ME. There fore I request for you to not send me the Electric grape peelers.

Thank-you,
Mrs. John Doe

"Grape Peeler"

Primary Trait Category 2 Responses *(Cont.)*

MR. JONES:

IN RESPONSE TO YOUR LETTER WHICH STATED THAT MY GOLD PLATED ELECTRIC BANANA PEELER WILL NOT BE SENT, BUT RATHER, (YOU ARE HAPPY TO INFORM ME) I WILL RECIEVE A YELLOW GRAPE PEELER, I AM HAPPY TO INFORM YOU THAT AS SOON AS I RECEIVE IT, IT WILL BE ON ITS WAY BACK TO YOU!

WHEN YOU ADVERTISE AND ASK PEOPLE TO BUY OUR PRODUCT, IT IS UP TO YOU TO SEE THAT THEY RECEIVE JUST THAT PRODUCT THAT THEY HAVE CHOSEN. IT IS NOT UP TO YOU TO CHOOSE SOMETHING ELSE FOR YOUR CUSTOMER, SHOULD THE PRODUCT THEY ORDER BE UNAVAILABLE. SPEAKING FOR 99% OF THE CONSUMER WORLD, I SAY WE ARE RESPONSIBLE ENOUGH TO MAKE OUR OWN DESCISIONS AS TO JUST WHAT IS MERRILY DELIVERED TO OUR DOORSTEP.

I DON'T KNOW WHO YOU THINK YOU'RE KIDDING, BUT I HAVE ABOUT AS MUCH USE FOR A YELLOW GRAPE PEELER AS I DO

(cont.)

"Grape Peeler"

Primary Trait Category 2 Responses *(Cont.)*

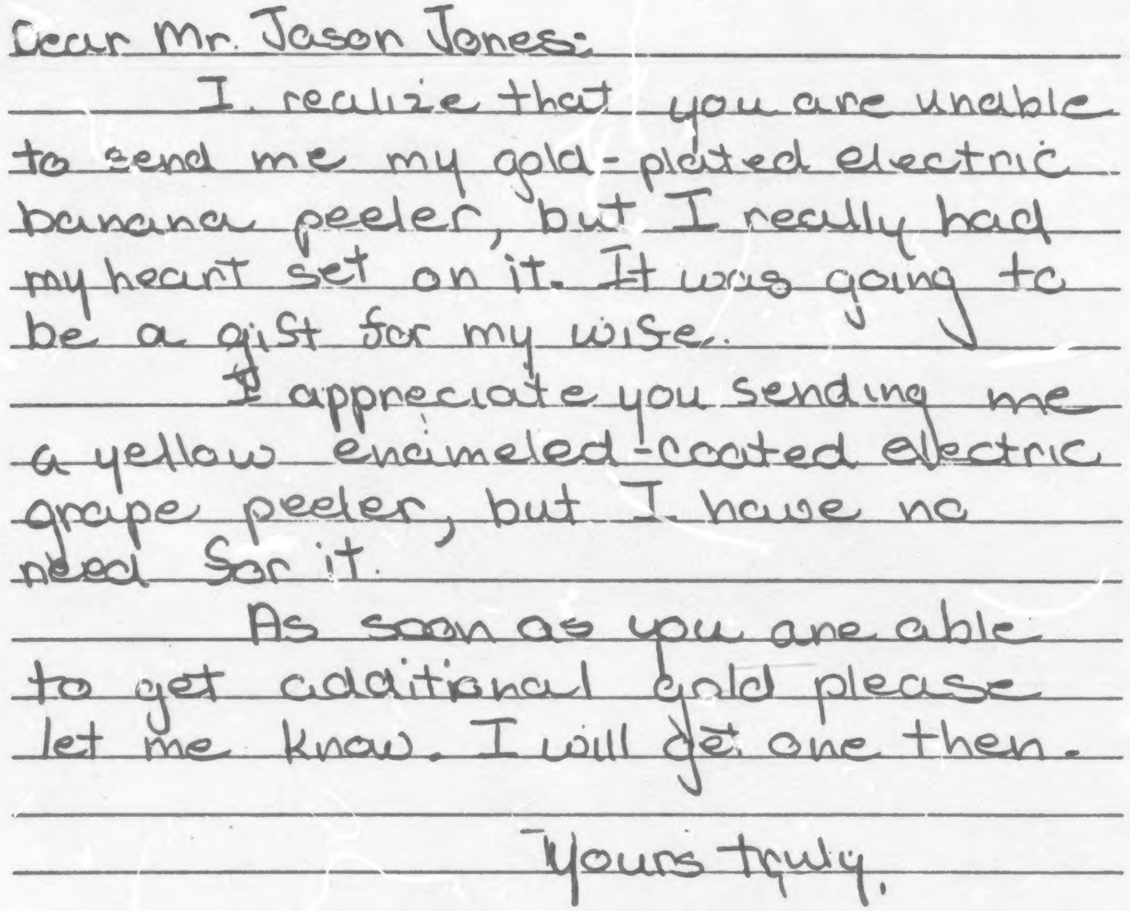
FOR 50 GALLONS OF PINK PAINT!

SO IN CONCLUSION, MR JONES, I HOPE I WILL RECEIVE A LETTER (SOON) TELLING ME YOU ARE HAPPY TO INFORM ME THAT MY MONEY AND MY GRAPE PEELER IS ON ITS WAY BACK TO ME.

YOURS NO LONGER,
A TRULY DISSATISFIED
CUSTOMER.

"Grape Peeler"

Primary Trait Category 2 Responses *(cont.)*



Dear Mr. Jason Jones:

I realize that you are unable to send me my gold-plated electric banana peeler, but I really had my heart set on it. It was going to be a gist for my wise.

I appreciate you sending me a yellow enameled-coated electric grape peeler, but I have no need Sor it.

As soon as you are able to get additional gold please let me know. I will get one then.

Yours truly.

"Grape Peeler"

Primary Trait Category 3 Responses

Dear Mr. Jones,

I am sorry to hear that you ran out of gold-plated electric banana peelers. I am also sorry to tell you that I already have an electric grape peeler, and I do not wish to have another one!! I was really looking forward on the gold-plated electric banana peeler. I have been waiting a long time hoping that it would arrive, but all I got were them letters informing me that the order would be filled as soon as you recieved more gold. I don't mean to sound ignorant, but it made me pretty upset!! because I had more trust in your company, and now - you expect me to have a grape peeler?? Well, as I said - I already have one. I can say one thing and though about your Company - you sure do go by your name alright - Golden Fleece Mart Ripoff, Wisconsin !!!

Sincerely

Secondary Traits Present

Verbal Wit

"Grape Peeler"

Primary Trait Category 3 Responses *(Cont.)*

Dear Mr. Jones,

Thank you just the same for the yellow enamel-coated grape peeler, but I'm sorry to say that I do not like grapes, nor do any of my hippie friends at the commune. I will return the yellow enamel-coated grape peeler, although I am sure it is a useful device, and will expect a $1.98 refund from your company.

Now if you don't mind my asking, what kind of exercises are you making those poor gold electric banana peelers do, since they are so exhausted?

Sincerely,

Secondary Traits Present

Situational Invention--Creation
Verbal Wit

"Grape Peeler"

Primary Trait Category 3 Responses *(Cont.)*

Dear Mr Jones

If you are unavble to send me a gold plated electric banana peeler which I need desperately than I woued prefer you send my money back because for one thing I hate grapes and I dont want a fake grape peeler. Every week I have had letters telling me that I woued get my banana peeler but I have never received it. I dont feel you ever hadany banana peelers but I need one because my son eats bananas. allthe time a nd half the time he can't get the skin off so he eats it and the rest of the time there will be banana peeling laying all around the house. I am sorry that you have no more

(Cont.)

"Grape Peeler"

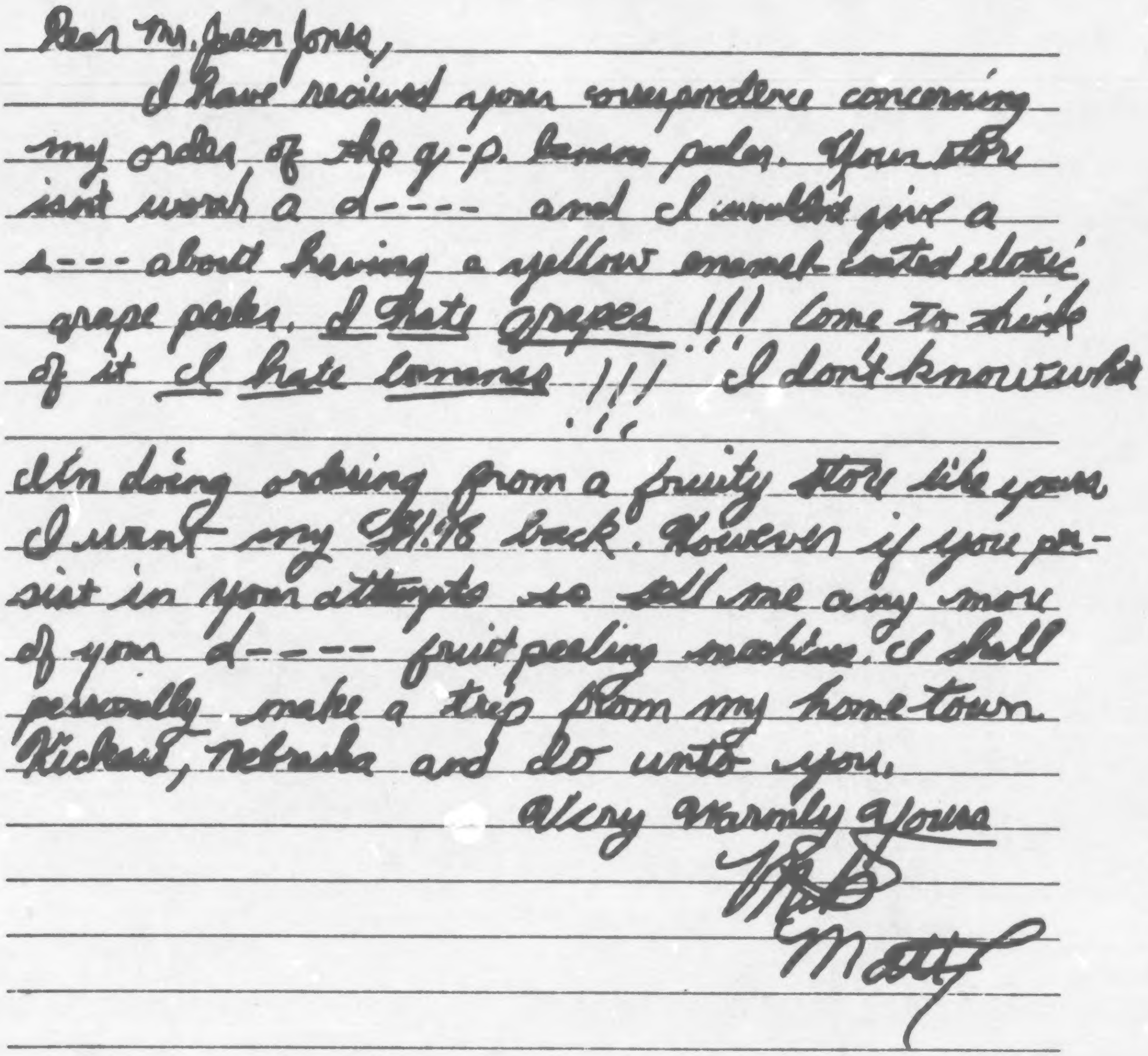
Primary Trait Category 3 Responses *(Cont.)*

but I would truly like my money back before to long If you receive any banana peelers in the future please inform me

Sincerely yours
(Banana lover)

Secondary Trait Present

Situational Invention--Creation



Dear Mr. Jason Jones,

I have recieved your correspondence concerning my order of the g-p. banana peeler. Your store isn't worth a d---- and I wouldn't give a s--- about having a yellow enamel-coated electric grape peeler. _I hate grapes_ !!! Come to think of it _I hate bananas_ !!! I don't know what I'm doing ordering from a fruity store like yours. I want my $1.98 back. However if you persist in your attempts to sell me any more of your d---- fruit peeling machines I shall personally make a trip from my home town Kickass, Nebraska and do unto you.

Very Warmly Yours

Matt

Secondary Trait Present

Verbal Wit

"Grape Peeler"

Primary Trait Category 4 Responses

Dear Mr Jones,

I very sorry to hear that you will not be able to send me a gold-plated electric banana peeler. I have looking forward to receiving it for such a long time. Now it looks like I will have to continue getting huge blisters on my hands from peeling 500 bananas a day for my pet chimpanzee. Cros. Cros will be very dis-appointed too because he would have been the first chimp on the block to have his own gold-plated electric banana peeler. But I am sure you will be glad to hear that I have thought of a solution for this problem. I have decided put Cros on a diet of grapes. So in this way I will then be able to use the yellow-enamel-coated electric grape peeler you are sending me. I cannot wait to get it since this is the best idea yet.

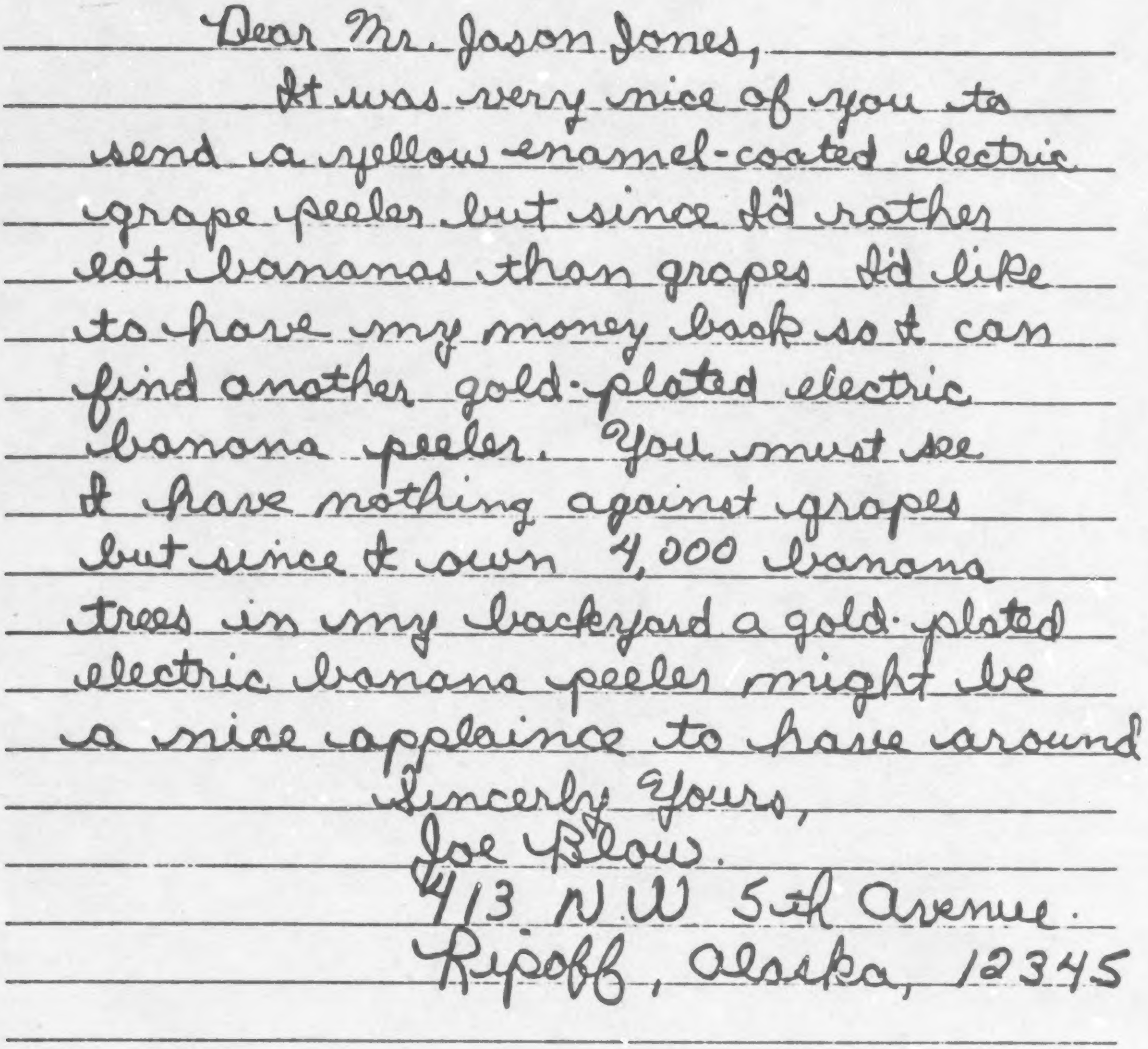
Sincerely Yours

Secondary Traits Present

Situational Invention--Creation

"Grape Peeler"

Primary Trait Category 4 Responses *(Cont.)*



Dear Mr. Jason Jones,

It was very nice of you to send a yellow enamel-coated electric grape peeler but since I'd rather eat bananas than grapes I'd like to have my money back so I can find another gold-plated electric banana peeler. You must see I have nothing against grapes but since I own 4,000 banana trees in my backyard a gold-plated electric banana peeler might be a nice applaince to have around

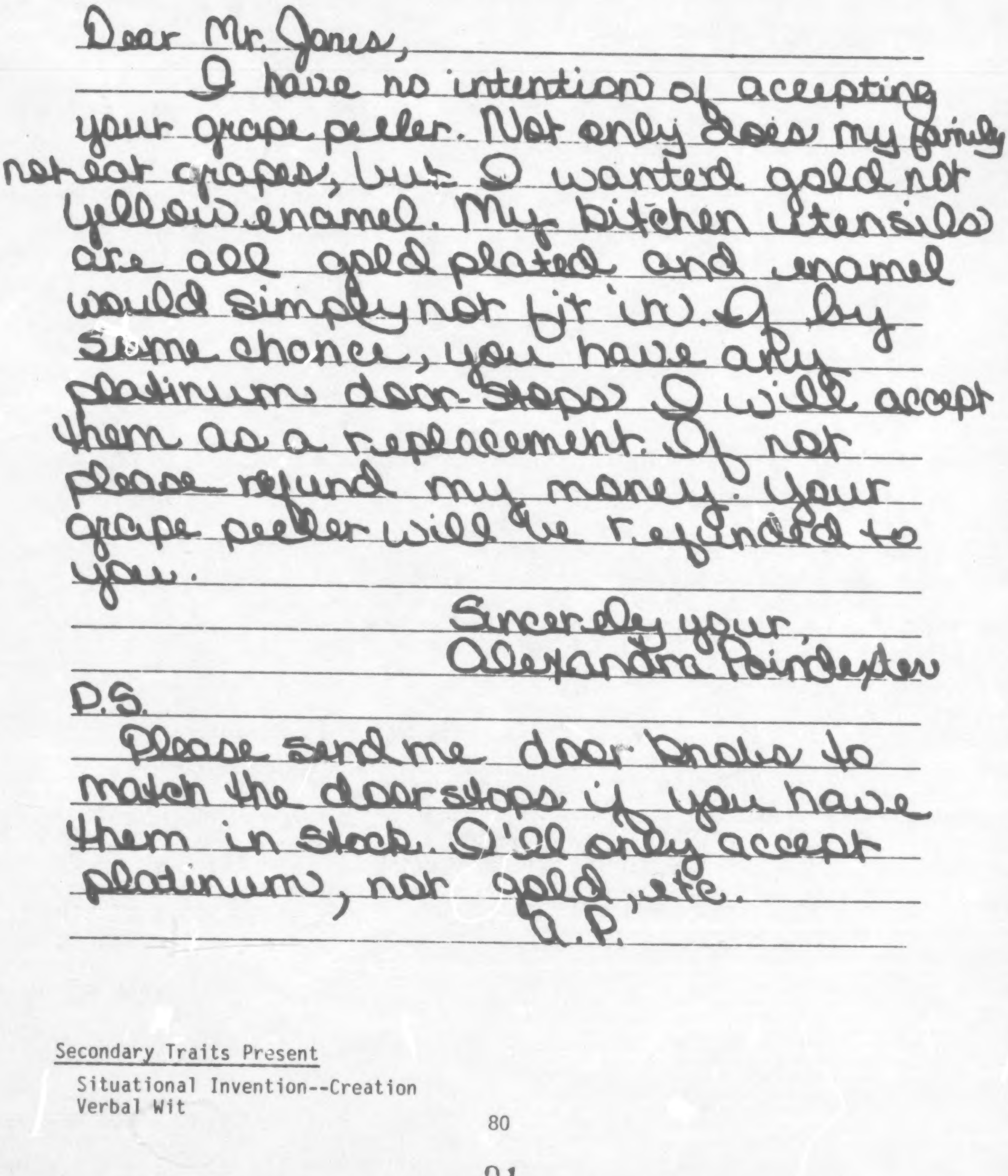
Sincerly Yours,
Joe Blow.
413 N.W 5th Avenue.
Ripoff, Alaska, 12345

Secondary Traits Present

Situational Invention--Creation
Elaborate Repetition
Verbal Wit

"Grape Peeler"

Primary Trait Category 4 Responses *(Cont.)*



Dear Mr. Jones,

I have no intention of acepting your grape peeler. Not only does my family not eat grapes, but I wanted gold not yellow enamel. My kitchen utensils are all gold plated and enamel would simply not fit in. If by some chance, you have any platinum door-stops I will accept them as a replacement. If not please refund my money. Your grape peeler will be refunded to you.

Sincerely your,
Alexandra Poindexter

P.S.

Please send me door knobs to match the doorstops if you have them in stock. I'll only accept platinum, not gold, etc.

A.P.

Secondary Traits Present

Situational Invention--Creation
Verbal Wit

"Grape Peeler"

Primary Trait Category 4 Responses *(Cont.)*

Dear Mr. Jason Jones,

I am awfully sorry to hear about your short supply of banana peelers because now all my stock I have invested in the banana peeler has forcid me to go bankrupt. As far as the electric grape peelers go, you can keep it and just refund my money. You see Mr. Jones I am alergic to grapes, and the National Foundation of Banana Eaters would ban me from the organization and banana cream pie is much better than grape cream pie. If you should start to recive a knew order of banana peelers I will be glad to help.

Your Friend,
Cleta

Secondary Traits Present

Situational Invention--Creation
Verbal Wit

Dear Mr. Jones,

I nearly hit the ceiling, when you informed me that I was getting a useless electric grape peeler instead of the fabulous gold-plated electric banana peeler that you had promised me from the very beginning. Fortunately my chandelier was in the way so I didn't hit the ceiling, I hit my chandelier and it fell down on top of me.

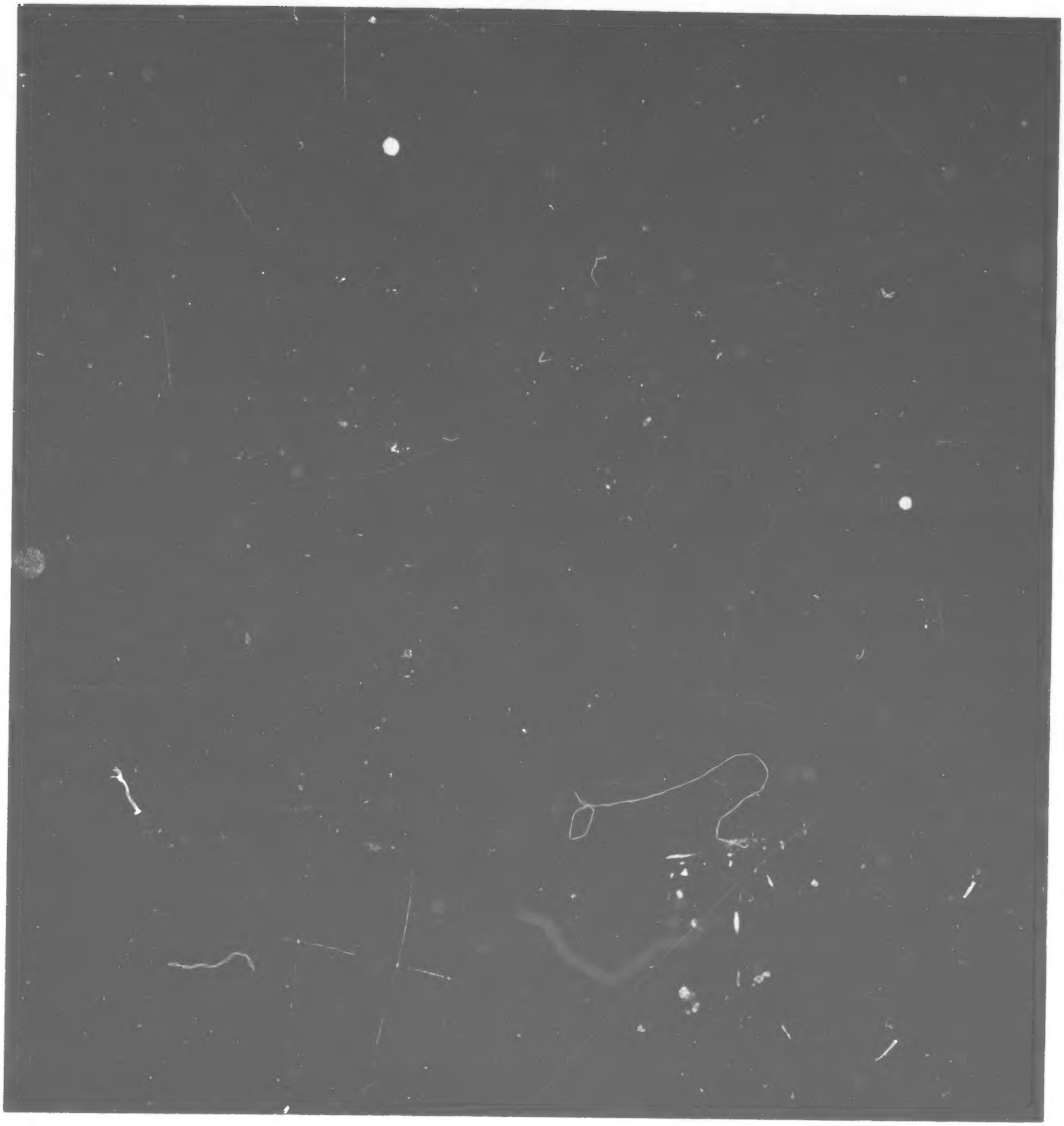
My lawyer will be in touch with you soon. Oh, I didn't tell you, I am laying here in my hospital bed after brain surgery. See, it all happened when I about hit the ceiling over my promised gold-plated banana peelers and my chandelier fell on me. Therefore, I am filing suit against your stupid Ripoff company in Wisconsin for $250,000.00.

Sincerely yours,
MRS. Brownswager

Secnondary Traits Present

Situational Invention--Creation
Verbal Wit

102012-1 "Fireflies"



102012-1 "Fireflies"

(Continued)

Here is a picture of a girl who is having fun in the summer. Look at the picture for a while. What do you think she is doing? What do you think she might do next?

Write a story that tells what the picture is about.

WRITING TASK: Fireflies

NAEP #: 0-102012-13A-1

RHETORICAL MODE: Expressive - Narrative

OBJECTIVE: I. Demonstrates ability in writing to reveal personal feelings and ideas.

SUBOBJECTIVE: B. Through the use of conventional modes of discourse

NAEP SCORING: Primary Trait: Imaginative explanation by means of narrative.

Cohesion

Syntax: T-unit Analysis

Syntax (Sentence Types) and Mechanics

AGE: 9

TOTAL TIME IN SECONDS: 921

NUMBER OF LINES: p.1 - 15
p.2 - 24

102012-1

TRAIT SCORING GUIDE
"FIREFLIES"

Rhetorical Mode: Expressive-Narrative

Primary Trait. Imaginative explanation by means of narrative invention.

Rationale of Primary Trait: This exercise presents two challenges to the writer. The first, introduced with the question, "What do you think she is doing?" asks the writer to explain. The second question, "What do you think she might do next?" introduces the problem of time and fiction which is confirmed by the directive, "Write a story." The two directives, then, require respondents to use the conventions and techniques of storytelling as a framework for inventing explanations of "what the picture is about."

General Scoring Rationale: Essentially readers should concentrate on whether the response only offers direct answers to the questions or whether it goes on to tell a story. Writers who only offer direct answers to the question(s) are scored "1" or "2"; those who go on to write a story reach the "3" or "4" level. A detailed, concrete description will earn a "2" while a less attractive, generalized narrative might earn a "3". The best papers tell a fully controlled and detailed story.

Some elements of the exercise are not relevant to the writing. Many children do not know what fireflies are. Readers must ignore the literal fact and accept the writer's interpretation when accounting for the actions. In addition, the introduction states that the girl is having fun; however, this thesis is insignificant and its inclusion is not necessary to complete the task.

Scoring Guide Categories:

0 = No response.

1 = **Some explanation, but no narrative invention**. These responses deal with the explanatory obligation of the task at a minimal level. That is, they answer one or both of the questions with a few bits of information (2 or 3) which tell "what the picture is about."

Scoring Guide Categories (continued):

2 = Moderate to ample explanation, but little or no narrative invention. Essentially, these responses are longer versions of category "1" responses. They explain "what the picture is about" by providing moderate to ample (4 or more) details. They are not set in a story framework although some may include minimal attempts such as giving the girl a name or implying a cause and effect relationship or a time sequence. No matter the number of details or an attempt to get into a storytelling framework, these responses remain little more than discrete or disconnected answers to the questions posed in the stimulus.

3 = Imaginative explanation, by means of narrative invention. These papers invent details and cast them into a framework. They use several storytelling devices such as naming characters, setting scene, temporal or causal linking, dialogue, etc. However, they remain flawed in the sense that the stories are not sustained. For example: 1) they may begin with question answering before moving into storytelling, 2) they may set up a situation but the plot or narrative is only offered in bare outline form (no more than one or two bits of invented information), or 3) they may set up a situation and get into the story but either lapse out of storytelling into question answering or leave it unresolved, hanging in mid-air. In summary, the "3" responses explain the picture through storytelling but do not demonstrate full control.

4 = Imaginative explanation, by means of developed and controlled narrative invention. These responses explain the picture through a fully controlled and detailed story. They set the scene immediately, invent moderate to ample details not provided by the picture, cast the details into a narrative without lapses and provide a conclusion to their story.

7 = Illegible, illiterate.

8 = Misunderstands the task, writes on another topic.

9 = I don't know.

COHESION SCORING GUIDE
(Developed for the 1978-79 Writing Assessment)
"FIREFLIES"

In scoring papers for cohesion, scorers need to be attentive not only to the incidence of cohesive ties but also to their successful ordering. Underlying and further strengthening these ties is syntactic repetition, both within and across sentences. The following example achieves cohesion by lexical cohesion, conjunction, reference, and substitution, and yet these various kinds of cohesion are both emphasized and related among themselves by numerous incidents of syntactic repetition:

> There is a girl who is catching fireflies. She is putting some into a jar. When she is finished, she will take them into a dark room and watch them glow. After that she will let them go so that they could lay eggs and there will be more fireflies for next year. Then she can catch them again year after year.

When both the incidence and ordering of cohesive ties pattern the entire piece of writing, the writer has created what we ordinarily call coherence.

Scoring Guide Categories:

1 = Little or no evidence of cohesion. Basically, clauses and sentences are not connected beyond pairings.

2 = Attempts at cohesion. There is evidence of gathering details but little or no evidence that these details are meaningfully ordered. In other words, very little seems lost if the details were rearranged.

3 = Cohesion. Details are both gathered and ordered. Cohesion is achieved in the ways illustrated briefly in the definition above. Cohesion does not necessarily lead to coherence, to the successful binding of parts so that the sense of the whole discourse is greater than the sense of its parts. In pieces of writing that are cohesive rather than coherent, there are large sections of details which cohere but these sections stand apart as sections.

4 = Coherence. While there may be a sense of sections within the piece of writing, the sheer number and variety of cohesion strategies bind the details and sections into a wholeness. This sense of wholeness can be achieved by a saturation of syntactic repetition throughout the piece (see description above) and/or by closure which retrospectively orders the entire piece and/or by general statements which organize the whole piece.

Scoring Guide Categories (continued):

7 = Illegible, illiterate.

8 = Misunderstands the task, writes on another topic.

9 = I don't know.

NOTE: Scorers should not take mechanics or transcription errors into consideration. Also, the scorers should judge only the interrelatedness of the ideas, NOT the quality of those ideas.

Examples of Cohesive Ties:

In general, "cohesion" refers to the ways clauses and sentences are related to each other and can be thought of as the gathering and ordering of related ideas. If the parts of a discourse cohere, they "stick" or are "bound" together. Cohesion is achieved by ties of considerable variety. And these ties can be both semantic and structural. Additional examples of specific kinds of cohesion ties are identified by Halliday and Hasan in Cohesion in English (1976).

Lexical

The girl has a jar to put bugs in. The bugs are called fireflies.

Conjunction

Additive -
The girl is catching lightning bugs. She is also catching butterflies.

Adversative -
I wanted to help the little girl catch fireflies, but I couldn't find her.

Causal -
This little girl is trying to catch fireflies so she can take them to school.

Temporal -
She is catching lightning bugs and putting them in a jar. Next she will show them to her mother. Later she might let them go.

Examples of Cohesive Ties (continued):

Reference

Personal -
There once was a girl. She liked to catch bugs.

Demonstrative -
She is collecting bugs. This collection is for her science class.

Comparative -
I wish I had some bubbles like hers.

Substitution

Nominal -
The lightning bugs are out and the little girl wants to catch some.

Clausal (use of so and not) -
The little girl knows they are fireflies because her mother said so.

Ellipsis

Nominal -
The girl's mother told her to let the bugs go but she wouldn't [ ].

Verbal -
She had to go to her room and couldn't come out until her mother said she could [ ].

Clausal -
She is catching either lightning bugs or butterflies but I don't know which [ ].

Note: While helping plan the 1978-79 writing assessment, National Assessment consultants expressed the opinion that coherence and cohesion deserved special consideration and that a more thorough method of describing information about coherence was needed. In consequence, this cohesion scoring guide was developed and used with this exercise to replace the paragraph coherence guidelines developed in 1973-74.

SYNTAX SCORING GUIDE OUTLINE
T-UNIT ANALYSIS
(Developed for the 1978-79 Writing Assessment)
"FIREFLIES"

I. T-unit delineation--A T-unit is one main clause with all its phrases and subordinating clauses. (Fragments are included with either the preceding or the following T-unit, as appropriate.)

II. Embedding

A. Nominalization

1. Nominal Clauses--clauses used as subjects, direct objects, subject complements, or objects of prepositions.

2. Nominal Phrases--phrases used as subjects, direct objects, subject complements, or objects of prepositions.

B. Adjectival Modification

1. Relative Clauses--clauses that modify nouns or, occassionally, complete sentences, including clauses of time, place and manner.

2. Modifying Phrases--restrictive or non-restrictive phrases directly following the nouns they modify.

3. Transposed Modifying Phrases--non-restrictive phrases separated from the nouns they modify, verbal phrases, nominative absolutes, and appositive noun phrases.

4. Genitives--possessive phrases, pre-noun proper name possessives and possessive pronouns.

5. Single Word Pre-noun Modifiers--adjectives that precede the nouns they modify.

C. Adverbial Modification

1. Adverbial Clauses--clauses of reason (cause/purpose), condition, or concession.

2. Adverbial Phrases--phrases of reason (cause/purpose), condition, or concession.

III. Conjoining and Connective Devices

A. Coordinate
(Since NAEP computerized the text for the essays, counts of both intra- and inter-T-unit uses of "and" and "or" were machine tabulated.)

B. Semantic (other logical relationships)

1. Time naming structure--clauses or phrases that establish time.

2. Adversative and illative--words, clauses, or phrases that establish time.

3. Other signposts--words, clauses, or phrases that indicate an addition, a sequence, or a comparison.

SYNTAX (SENTENCE TYPES) AND MECHANICS
SCORING GUIDE OUTLINE
(Developed for the 1973-74 Writing Assessment)
"FIREFLIES"

I. Sentence Level Syntax Categories

Description of Sentence Types

1. Minor sentence (correct fragment)--A word group used in dialogue, for emphasis, or as an exclamation that is not an independent clause.

2. Simple--A sentence that contains a subject and a verb. It may also have an object or a subject complement.

3. Simple with phrase--A simple sentence that contains a prepositional, infinitive, gerund and/or participial phrase. Sentences containing appositives, nominative absolutes, and verbals were also scored in this category.

4. Compound--A sentence containing two or more simple sentences joined by something other than a comma.

5. Compound with phrase--A compound sentence containing at least one phrase in one of the independent clauses.

6. Complex (and compound-complex)--A sentence containing at least one independent clause and one dependent clause.

7. Complex (and compound-complex) with phrase--A sentence containing at least one independent clause, one dependent clause, and one phrase.

II. Sentence Level Mechanics Categories

A. Sentence Types with Punctuation Errors (sentences that do not fall into any of the syntax categories.)

1. Run-on Sentence

a. Fused--A sentence containing two or more independent clauses with no punctuation or conjunction separating them.

b. On and on--A sentence consisting of four or more independent clauses strung together with conjunctions.

c. Comma splice--A sentence containing two or more independent clauses separated by a comma instead of a semicolon or a coordinating conjunction.

2. Incorrect fragment--Any word group, other than an independent clause, that is written and punctuated as a sentence.

NOTE: The scoring of T-unit constituents makes it possible for some of the preceding sentence types to be derived through data analysis.

B. Faulty Sentence Construction (These scores are in addition to the sentence types.)

1. Agreement Error--A sentence is scored for an agreement error if at least one of the following is present: subject/verb do not agree, pronoun/antecedent do not agree, noun/modifier do not agree, subject/object pronoun misused, and/or verb tense shifts.

2. Awkward Sentence--(The awkward categories are listed below in their order of precedence. Only one score was given to a sentence.)

a. Faulty parallelism--Any parallel construction that is semantically or structurally dysfunctional. A situation where the writer shifts from one tense to another tense.

b. Pronoun reference--A pronoun's antecedent is unclear.

c. Illogical construction--Faulty modification or a dangling modifier or a functionally misarranged or misproportioned sentence.

d. Other dysfunctions--A sentence that contains an omitted or extra word and/or a split construction.

III. Punctuation Errors--Every error of commission and error of ommission is scored for commas, dashes, quotation marks, semicolons, apostrophes, and end marks. The most informal rules of usage are used with the writer receiving the benefit of any doubt.

IV. Word Level Mechanics Categories

A. Word Choice--The writer needs a word that is different from the one written. This category also includes attempts at a verb, adjective, or adverb form that is nonexistent or unacceptable.

B. Spelling--In addition to a misspelling, this category includes word division errors at the end of a line, two words written as one, one word written as two, superfluous plurals, and groups of distinguishable letters that do not make a legitimate word.

C. Capitalization--A word is given a capitalization error score if the first word in a sentence is not capitalized, if a proper noun or adjective within a sentence is not capitalized, and if the pronoun "I" is not capitalized.

The mechanics scoring was designed to allow the writer as much flexibility as possible under existing rules of correct writing; consequently, any time two authorities on mechanics disagreed, the most informal interpretation was used.

"Fireflies"

Primary Trait Category 1 Responses

She is picKing
apples.
The end.

She is blowing golden ball in the summer
She has a jar of golden spray to blow
the golden balls out of. She is putting
the golden balls back into the bottle.

her hand is in the air
I see light bug a she is
harveing fun in summer
and I Know she is to
if I don't Know will she
is cath lightbug

The girl is getten lighting bugs.
When she get one she put it in a
jar. Next she is going to put in a
dark place.

"Fireflies"

Primary Trait Category 2 Responses

She would catch the bugs and put then in the jar and try to catch some
more until she gets them all and she is on the ground, and she has a jar in
her hand, and she is being quiet sow she will not scare the bugs
away and she likes to catch bugs and she likes to explore.

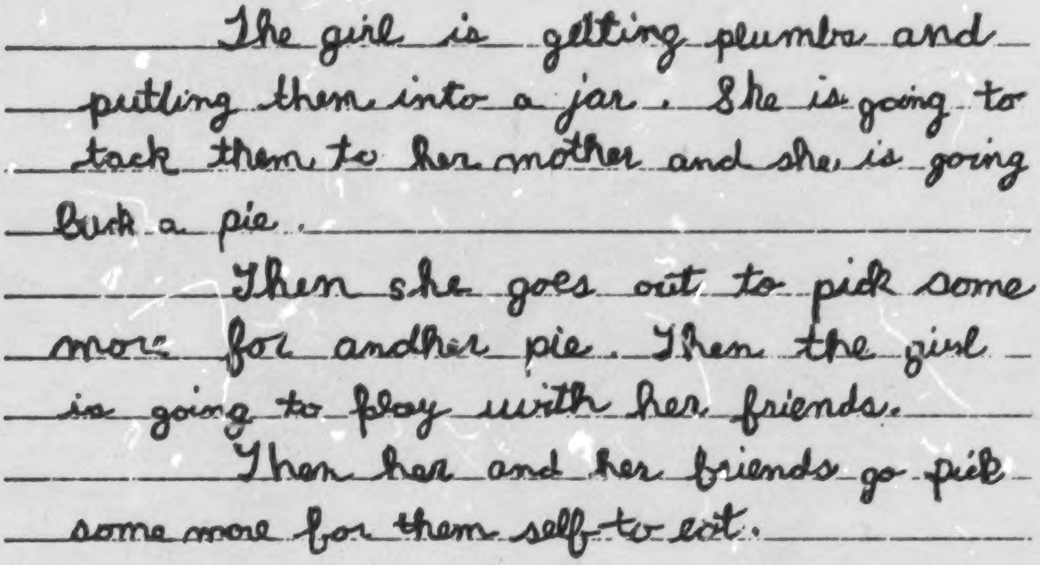
Well, she is catching lightingbugs
and put them in a jar and
then incase the lights go out
she will have lights so she
could read or something like
that or she could keep a
hole bunch of them.

One night a girl went to catch some lightningbugs. She took a jar with her. She caught 19 bugs. She was glad. She wanted more but she had caight all of them.

she is about to catch another flyer fly and put it into the jar with the other flyerflies in the night and the one she is trying to catch a bigger flyerfly and put it into a jar with the other flyerfies but she can't catch the next one because it flew to high for her and it stung her hand so she went to another flyerfly and she caught that one.

"Fireflies"

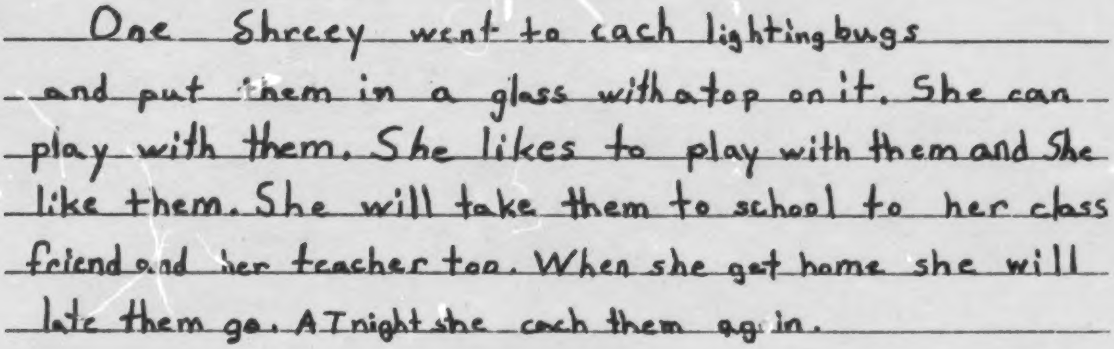
Primary Trait Category 3 Responses



The girl is getting plumbs and putting them into a jar. She is going to tack them to her mother and she is going back a pie.

Then she goes out to pick some more for andher pie. Then the girl is going to play with her friends.

Then her and her friends go pick some more for them self to eat.



One Shreey went to cach lighting bugs and put them in a glass with a top on it. She can play with them. She likes to play with them and She like them. She will take them to school to her class friend and her teacher too. When she get home she will late them go. AT night she cach them ag in.

This girls name is sindy she's 8 years old. She's catching bee's she likes to catch bee's she collect's them and she tries to find the hive they live in and get on her suit so she wont get stung and then finds the hive to make honey but when she doesn't have her suit on she becomes very carfull not to get stung and in this picture she is picking leaves and flowers for her bee's.

Once upon a time their was a girl named Sally. She went out for a while to pick blueberrys for her mother. She took a jar and started to pick the berry's. It was a warm day and Sally was happy because she could pick blueberry's for the first time this spring so she started whistling a song that her friend tought her.

One day when I looked out of my window I saw small lights flashing, I thought it was an invasion from outer space. I was very scared, so I went outside to see wat it was, I thought was it an invasion? No it wasn't, but I didn't know it, so I decided to try to catch whatever they where. I asked my mom if I could borrow a jar, she said, "Yes." Then I went outside with the jar the lights started to move away so I tried going after them, but they where to fast. "whoosh!" my jar flew to catch one, but I missed it. Then I put the jar down, and I tried catching them with my hands "Pow." I missed agian finaly one last, try, I caugt one! I really did! But it wasn't an invasion, it was only fireflies!

"Fireflies"

Primary Trait Category 4 Responses *(Cont.)*

One day a girl went looking for lighting bugs. She caught five of them. She was fascindted by the way they lit up. So the next day she went to the library and took out a book about them. She also took notes about them. She read they needed air and room to fly around so she let them free.

The Girl Who Liked To Catch Bugs

There once was a girl, she liked to catch bugs. She adored them very much.

One nice night in Summer she went outside. She was looking around and she saw some Fire Flies. She had an idea.

She ran into the garage and got a jar then She ran outside by the trees. She opened the lid and caught some Fire Flies. She put them in the jar. After she had gotten alot she Closed the lid. She was amazed and when she grew up she was a sientist and stidied bugs.

One day Jan Thompson asked, "Why cant I ever go out In the woods at night." Her mother answerd, "Your to little". Jan whent to her room crying. That night she went outside in the wood to get fire flies. In the morning her mother came in to her room and siad, "You went outside". Jan could never go in the woods agen but she still had her fire flies.

"Fireflies"

Cohesion Category 1 Responses

I think she is lookingat at bird and i don't no what is in the jar and she has brown eyes and she tirs her arm up.

she is trying to catch a fireflys in the summer. the girl cought 7. the end

The girl is truying to catch somethings. She is also playing in a garden and looking at flowers. It looks like she is holding a jar of honey.

She is catching lighning bugs And She is puting them in a jar.

"Fireflies"

Cohesion Category 2 Responses

She is tring to catch a butterfly and put it in a gar She Mit Be Looking at the sun But I dont NO she Mit Be gust Looking But I Think She is tring to catch a Butterfly and put it in a gar and then she will put grase in it and if it diys she will throw it a way or ceap it The End.

The girl is catching fireflies when she cacht the She will put them in the bottle she will take them home and use them for light if it blow Out. she is ready to catch another one.

once a girl was blowing
byballls a lot of them
she watched them
and them. She
poped them all.

The girl is outside in the
woods and she is catching
lighting Bugs. and putting
them in a jar. And She
is touching them. She has
a lot of lighting Bugs.
She is looking at them.
It is night time. She is
reaching up to catch the
lighting Bug. She
has many Lighting Bug.

"Fireflies"

Cohesion Category 3 Responses

She will catch them, and
look happy then when she doesn't
what them, and there still
alive she will let them GO. Then
will catch some more, and keep going
over, and over again. Then she
might like them outside, because they
are so pretty at night, So she might
move And then she won't se anymore
lightbugs if her mother finds out
she has them she would not like it
so she would open her window
and catch them again. So that don't
mean her mother wants to
kill them. That means she don't
want To see them.

"Fireflies"

Cohesion Category 3 Responses *(Cont.)*

One day a girl was thinkinking
of something to do in the summer.
One night she was looking
outside and she saw some
lights, she took a jar and
tried to catch one. She
caught one and decided to
get another. After she got
about five she decided
to get more. She is holding
the jar in one hand and
catching a firefly in the
other.

"Fireflies"

Cohesion Category 3 Responses *(Cont.)*

sShe is going to pick a apple from the tree and is going to eat the apple then She is going to play with her friends and ask them if they can come over. Then her mother is going to call her in. Then she will ask her mom why she called her in and her mom will say because we are going out to eat it's your dads birthday. Then they went to eat and they came back and she will go to bed.

She might start to pick some berry's and then make juice out of it. than she might take it to her mom and ask her mom to make sure its not poison. but her mother said it wasn't. she was thirsty and she asked her mom if she could drink some of it and she did and she got sick because they were not ready yet.

"Fireflies"

Cohesion Category 4 Responses

A little girl looked out the window one night and she saw a bunch of little lights outside. She said to her mother can I go outside to see what all those lights are. Her mother said that the little lights were fireflys and if you want to catch a few we can put them next to your bed and all night you'll see little tiny lights here is a jar I'll poke some holes in it and you can catch some fireflys. So the little girl took the jar and went outside. When she got outside she found it wasn't so easy to catch fireflys. She kept chasing the little lights untill finally she caught one. After a little while she caught another and soon another and another and another. The little girl caught five fireflys she decided that five was enough. When she got inside her mother was surprised to see so many fireflys. So they both took the jar upstairs and put it next to the little girls bed. When she went to bed that she said to herself this all started when I looked out the window.

"Fireflies"

Cohesion Category 4 Responses *(Cont.)*

The Insect Chase

Oneday in the summer a little girl decided to go catch some insects and compare them. So she got a jar and went out. First she got some ants.

Then she got another jar and got some different kind of bugs.

Finally she saw a butterfly and oh how pretty it would be if she could catch it. But it was so pretty she decided to leave it alone and let all the other bugs out of the jar. "They should be free," she thought.

She was sure she did the right thing. She knew she wouldn't want to be caged up either.

"Fireflies"

Cohesion Category 4 Responses *(Cont.)*

One night a girl went outside. She wanted to catch lightoningbugs. She had found a whole bunch of them. When she had caught five she would rub them on her arm to make her arm glow. But all of a sudden she started shrinking! She looked at the bugs and saw that the bugs were ten times bigger. She ran as fast as she could! But it was to late the caught her! She screamed, what are you going to do with me! Were going to rub you on our leg. She started screaming let mego! She screamed so loud she woke herself up. She looked around and laughed, I was only dreaming.

The butterfly fluttered through the trees in the dark of night. A little girl with a jar tried to catch the butterfly. It flew from the little girl's grasp. She thought it was the most beautiful thing she had ever seen. She tried and tried and she finally caught it. She brought it home and showed it to her whole family. The little girl put it on her dresser. She left it there for a long time. Soon the butterfly started to wither away. The little girl knew she did something very cruel. She didn't pay attetion to it so she let it go.

102013-1 "Kangaroo"

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102013-1 "Kangaroo"
(Continued)

Here is a picture of a kangaroo in Australia. Look at the picture for a while. What do you think is happening? Where do you suppose the kangaroo came from? Where do you think he is going? Look how high he jumps! Why do you suppose he is jumping over the fence?

Write a story about what is happening in the picture.

WRITING TASK: Kangaroo

NAEP #: 0-102013-13A-1

RHETORICAL MODE: Expressive - Narrative

OBJECTIVE: I. Demonstrates ability in writing to reveal personal feelings and ideas.

SUBOBJECTIVE: B. Through the use of conventional modes of discourse

NAEP SCORING: Holistic

Paragraph Coherence

Syntax (Sentence Types) and Mechanics

AGE: 9

TOTAL TIME IN SECONDS: 933

NUMBER OF LINES: p.1 - 13
p.2 - 24

HOLISTIC SCORING GUIDE
"KANGAROO"

Score Point Categories:

Score of 4

These writers will enter into the picture imaginatively using such devices as dialogue and character names. There will be clear structure and a sense of drama, which will answer the "what" and "why" of the question. The "where" may or may not be described, but the paper will have a sense of substance. The writing will usually have some spelling and sentence construction errors but will show a clear sense of English syntax.

Score of 3

These papers will leave out parts of the picture, such as the fence or the jump, and will have less completeness or drama than the 4 paper. They may give commentary or explanation rather than a story. They will have substance, some sense of drama, and some imagination, and they will deal with the "what" and the "why" of the question. The writing need not have much subordination or syntactic fluency, but it will not be so filled with errors as to be difficult to read.

Score of 2

The 2 papers have some sense of narration and situation; however, the story will be fragmented or incomplete, the writing will be vague, and there will be little use of the imagination. The 2 papers may ignore the picture but use the situation. They will be very brief, studded with errors, and may contain only a single complete sentence or a series of speculations about the picture.

Score of 1

The papers scored as a 1 may be minimal attempts, sometimes only a phrase. The papers may be unfathomable because of errors. There may be no sense of narrative and, thus, only a series of unconnected statements.

Score of 0

No-response papers should be given to the Table Leader for scoring.

102013-1

PARAGRAPH COHERENCE SCORING GUIDE
(Developed for the 1973-74 Writing Assessment)
"KANGAROO"

Paragraph Level Scores

1. Paragraph Used--The paragraph is visually discernible but is neither coherent nor developed. The writer indented, skipped a line, or stopped in the middle of the line and started back at the margin.

2. Paragraph Coherent--The sentences are linked using transitions and/or other cohesive devices. The ideas are ordered and their relationship to each other is clear but the paragraph is in some sense underdeveloped. This category also includes paragraphs that are overdeveloped; that is, the writer incorporated at least two coherent paragraphs into one.

3. Paragraph Developed--The paragraph has an expressed or an implied topic which identifies and limits the main area of concern. Every sentence in the paragraph adds to or explains something about the main topic in a systematic manner.

NOTE: Papers that are illegible, copies of the stem, or lists of spelling words are designated as such and receive no further scoring.

SYNTAX (SENTENCE TYPES) and MECHANICS
SCORING GUIDE OUTLINE
(Developed for the 1973-74 Writing Assessment)
"KANGAROO"

I. Sentence Level Syntax Categories

Description of Sentence Types

1. Minor sentence (correct fragment)--A word group used in dialogue, for emphasis, or as an exclamation that is not an independent clause.

2. Simple--A sentence that contains a subject and a verb. It may also have an object or a subject complement.

3. Simple with phrase--A simple sentence that contains a prepositional, infinitive, gerund and/or participial phrase. Sentences containing appositives, nominative absolutes, and verbals were also scored in this category.

4. Compound--A sentence containing two or more simple sentences joined by something other than a comma.

5. Compound with phrase--A compound sentence containing at least one phrase in one of the independent clauses.

6. Complex (and compound-complex)--A sentence containing at least one independent clause and one dependent clause.

7. Complex (and compound-complex) with phrase--A sentence containing at least one independent clause, one dependent clause, and one phrase.

II. Sentence Level Mechanics Categories

A. Sentence Types with Punctuation Errors (sentences that do not fall into any of the syntax categories.)

1. Run-on Sentence

a. Fused--A sentence containing two or more independent clauses with no punctuation or conjunction separating them.

b. On and on--A sentence consisting of four or more independent clauses strung together with conjunctions.

c. Comma splice--A sentence containing two or more independent clauses separated by a comma instead of a semicolon or a coordinating conjunction.

2. Incorrect fragment--Any word group, other than an independent clause, that is written and punctuated as a sentence.

NOTE: The scoring of T-unit constituents makes it possible for some of the preceding sentence types to be derived through data analysis.

B. Faulty Sentence Construction (These scores are in addition to the sentence types.)

1. Agreement Error--A sentence is scored for an agreement error if at least one of the following is present: subject/verb do not agree, pronoun/antecedent do not agree, noun/modifier do not agree, subject/object pronoun misused, and/or verb tense shifts.

2. Awkward Sentence--A sentence is scored awkward if at least one of the following problems is present: faulty subordination, unclear pronoun referent, misplaced modifier, omitted or extra word, faulty coordination, mixed or illogical construction, and/or split construction.

III. Punctuation Errors--Every error of commission and error of ommission is scored for commas, dashes, quotation marks, semicolons, apostrophes, and end marks. The most informal rules of usage are used with the writer receiving the benefit of any doubt.

IV. Word Level Mechanics Categories

A. Word Choice

1. Structure word error--The writer needed a preposiiton or conjunction but used the wrong one.

2. Other word choice error--This category includes using a form word (noun, verb, adjective, or adverb) that is off by some shade of meaning, using the wrong principle part of a verb, and attempting a verb, adjective, or adverb form that is nonexistent or unacceptable.

B. Spelling

1. Reversal--This category includes situations where a letter is written backwards or upside down.

2. Plurals--The plural is incorrectly formed or is not formed at all. (The reader must be certain the situation is not an agreement problem.)

3. Phonetic attempt--The spelling reflects the correct pronunciation of the word. Homonym confusion is included in this category.

4. Other spelling errors--This category includes word division errors at the end of a line, two words written as one, one word written as two, superfluous plurals, groups of distinguishable letters that do not make a legitimate word, and groups of distinguishable letters that do not reflect the correct pronunciation of the desired word.

C. Capitalization--A word is given a capitalization error score if the first word in a sentence is not capitalized, if a proper noun or adjective within a sentence is not capitalized, and if the pronoun "I" is not capitalized.

The mechanics scoring was designed to allow the writer as much flexibility as possible under existing rules of correct writing; consequently, any time two authorities on mechanics disagreed, the most informal intrepretation was used.

"Kangaroo"

Holistic Category 1 Responses

the kangaro is imping the fence?
riall high from the fence he saw?
the clauns and it Look so Little?
the grass he imping riall high even?
nobary can imping that high is Like?
you are jumping like six feel tase beras?
nobary can jump

to get a way from someting
out of the jungle
going to his home

"Kangaroo"

Holistic Category 1 Responses *(Cont.)*

The kangaroo is jumping over the fence? in Australia. He is jumping high it is a petteykangaroo: He is jumping high in the air

He just got some food form the peopele that live in the little town and the kangaroo juming over the fence to care the food. her lady ant so they counld jumping like than mother to be a kangaroo jumging they mother over the fence getting more food like they mother to get more food.

"Kangaroo"

Holistic Category 2 Responses

The Kangaroo jump over the fence
to get away from His enemy, and
got some food to eat. the kangaroo
came out of Poush and Jumped
away for. his mother and will Try
To get away from His enemy and Seare
and get away fast or He will
die He wons to Be the last
Won To Searevie and Be alive

I think he is runing away from
some men who are looking for animals
for the zoo. I think he came from
the back yard of a hunters
yard. He is trying to escape.
He looks like he is jumping
almost 10 feet over the fense in
a hunters reserch lab in Austrailia

the kangaroo is going fer some food fer it's baby. she jump ovar the fencl. fer she can get home.

Well a kangroo is trying to go somewere by jumping pretty high and I dont know were he is going but he is going somewhere. He is probily going to find some other kangroo to mess around with. Or he is running away from some other animall bigger than a kangaroo. Or she could be chaseing some other kangaroo playing follow the leader,

"Kangaroo"

Holistic Category 3 Responses

Someone is running at him and trying to catch him and he jumped over the gate and he is trying to get away from them because they might kill him and he will be a coat for them and keep them warm all day and night.

The kangaroo is running away from some big animal. The animal is a big lion the lion is out looking for food. The kangaroo is leaping high and running fast. She is going back to her den to hide.

"Kangaroo"

Holistic Category 3 Responses *(Cont.)*

he came from his home and
sat on the fence to look
for food he sat thier
all day and then he saw
a snake gralling in the
grass he jompt after
it the snake started
craling to his hole the
race was on the snake
was haff in the hole
when he was cawt
and ate for dinner
for the hole family
and he went wite
back to the fence and
looked for more becous
it was a good day for
him and a good day
for hunting.

The End

"Kangaroo"

Holistic Category 3 Responses *(Cont.)*

This Kangaroo is looking for
food. He left his home
and never found food
He is going to a little
place wherle he always
steals his food he
goes back home and
gets more food there
That is why he can
jump so hil. After
he gets his food he
he Stays till lunch.
he does the same thing
for dinner to.
he realy gets hungry
on his way book because
he he as to hop one
hole mile). After he gets
all of that he hunts
for his food! So by
the end of the day
he is fat and tierd.

"Kangaroo"

Holistic Category 4 Responses

There was once a kangaro
who was trapped in a fence
A hunter put him ther.
The kangaro knew he must get out
he never jumped very high befor.
But he knew he must get out
So he took an extra high leap and
he made it safley out side the fence.
The kangaro was happy!
He ran as fast as he could trying
to keep out of the hunters sigt.
The hunter never saw him agian.
The kangaro went back to his
home.
He thought he had goten rid
of the huter but he did not know
the hunter was still looking for him.
The hunter supriized the kangaro
and caut him agian he siad, this time
I wont let him go!
He tied the kangaro up for the
night.

(Cont.)

The kangaro kept on chewing to
cut the rope.
Finaly he did it he jumpped
over the fence like ligthning
and ran of.
This time he did'nt go to his
old house he knew the hunter could
find him there if he stayed.
So he found a new home and
lived a good live all the time

The end

There once was a kangaroo that lived in Australia. It was a wild animal but it liked pepoel.

The Kangaroo was eating its supper. All of a suden a leapord jumped on the kangaroo and thought he got him. But the kangaroo was smart and Jumped has high as 20 or 30 feet high over the 15 feet fence.

The leapord could not jump it so he had to go 3 miles to get around it. By that time the kangaroo was gone.

The leapord was so mad he bit his tail.

The End.

Father and mother kangaroo liked each other very much. One day they had babies, but a tragic thing happened. Poachers captured father kangaroo. They had a camp with a 20 feet high fence. They locked the kangaroo in there. father kangaroo was very homesick. One Day he knew he could do it, and he had to. He bounded towards the fence. Then he leaped. he soared over the 20 foot fence and went back to his home and lived happily with his family ever after.

102015-2 "Rainy Day"

Pretend that when you got up this morning, you looked out the window and saw that it was raining. How did you feel?

Think for a while about the feelings you have on a rainy morning. Then write a composition telling how a rainy school morning makes you feel.

WRITING TASK: Rainy Day

NAEP #: 0-102015-13A-2

RHETORICAL MODE: Expressive

OBJECTIVE: I. Demonstrates ability in writing to reveal personal feelings and ideas.

SUBOBJECTIVE: B. Through the use of conventional modes of discourse

NAEP SCORING: Primary Trait: Expression of feelings through systematic elaboration of detail consonant with a mood and situation.

Cohesion

Syntax: T-unit Analysis

Syntax (Sentence Types) and Mechanics

AGE: 13

TOTAL TIME IN SECONDS: 864

NUMBER OF LINES: p.1 - 15
p.2 - 24

TRAIT SCORING GUIDE
"RAINY DAY"

Rhetorical Mode: Expressive

Primary Trait: Expression of feelings through systematic elaboration of detail consonant with a mood and situation.

Rationale of Primary Trait: The situation is specified as the rainy morning of a school day. The direction "pretend" invites the writer to recall a situation and generalize an attitude toward it. "Write a composition" invites the respondent to be careful about organization, so the elaboration must be systematic in trying to evoke a defined or implied state.

General Scoring Rationale: The key issue is to validate a generalized attitude by citing apt detail. The feelings may be simple (I like it, I hate it) or complex (I feel sad when I get up, but when I go out I feel better). Details may be representative (wet clothes, sound of rain, darkness, hinderance to play, necessity to wear wraps) or analogical (like someone's nagging, like I lost my friends, like I am going to get sick), but they should validate how one feels. A good paper will require a more evident organizational system and more details. Some writers engage in dialogue. Others state a thesis within an explicit situation in the manner of a formal essay. The approach and style are left to the writer but a good paper must have sufficient detail to clearly convey feeling and must be well organized.

Scoring Guide Categories:

0 = No response.

1 = Little or no expression of feelings. These responses do not fulfill the two basic conditions established by the trait--stating a feeling and elaborating that feeling. This may occur in the following ways: 1) one or two feelings may be named but are not substantiated with any kind of detail, 2) a feeling is named but is only substantiated with one unelaborated detail, 3) some details are given, but feelings are not named or are so vague as to be basically nonexistent, or 4) feelings and/or details are too confusing, contradictory or inconsistent to determine the writer's dominant feeling.

Scoring Guide Categories (continued):

2 = Minimal expression of feelings. These responses minimally fulfill the two basic conditions established by the trait: 1) they name or clearly imply a feeling (no matter how generalized the naming or implication is, as in, good/bad, like/dislike) and 2) they name some of the consequences of the situation that account for that feeling (no matter how generalized, as in wet, cold, sounds good, looks beautiful) or they name one consequence and elaborate on it.

NOTE: These responses may include contradictory feelings, but most of the paper is devoted to elaborating one of the feelings. Ambivalence (feeling both good and bad) about rainy school days is legitimate. As long as that position is clearly stated, these papers are not considered contradictory.

3 = Expression of feeling. These responses precisely establish a dominant feeling and elaborate using a variety of specific details consistent with the feeling. Some principle of arrangement is present -- temporal, climatic, controlling point of reference, etc. Generally, these papers clearly show competence in expressing and substantiating a feeling. But they do not show simultaneous control of both structure and detail. For example, "3" papers may include some element of conflict in feeling or detail which is not integrated with the dominant attitude (but conflict is merely distracting rather than seriously confused as in "1" responses) or these papers may be well controlled but somewhat lacking in variety and amplitude of detail.

4 = Developed and elaborated expression of feeling. These responses precisely define a feeling or feelings and substantiate them through an amplitude and variety of appropriate details. The details are systematically arranged and placed into a structure and tight control is demonstrated at all points.

7 = Illegible, illiterate.

8 = Misunderstands the task, writes on another topic.

9 = I don't know.

COHESION SCORING GUIDE
(Developed for the 1978-79 Writing Assessment)
"RAINY DAY"

In scoring papers for cohesion, scorers need to be attentive not only to the incidence of cohesive ties but also to their successful ordering. Underlying and further strengthening these ties is syntactic repetition, both within and across sentences. The following example achieves cohesion by lexical cohesion, conjunction, reference, and substitution, and yet these various kinds of cohesion are both emphasized and related among themselves by numerous incidents of syntactic repetition:

> A rainy school morning makes me feel awful. I feel like being mean to my brothers for no reason. On a rainy morning the whole world seems against me. I wake up on the wrong side of the bed and I'm grouchy. On a rainy school morning nothing goes right. I'm late for breakfast, slow in getting dressed and usually I forget something I need for school.

When both the incidence and ordering of cohesive ties pattern the entire piece of writing, the writer has created what we ordinarily call coherence.

Scoring Guide Categories:

1 = Little or no evidence of cohesion. Basically, clauses and sentences are not connected beyond pairings.

2 = Attempts at cohesion. There is evidence of gathering details but little or no evidence that these details are meaningfully ordered. In other words, very little seems lost if the details were rearranged.

3 = Cohesion. Details are both gathered and ordered. Cohesion is achieved in the ways illustrated briefly in the definition above. Cohesion does not necessarily lead to coherence, to the successful binding of parts so that the sense of the whole discourse is greater than the sense of its parts. In pieces of writing that are cohesive rather than coherent, there are large sections of details which cohere but these sections stand apart as sections.

4 = Coherence. While there may be a sense of sections within the piece of writing, the sheer number and variety of cohesion strategies bind the details and sections into a wholeness. This sense of wholeness can be achieved by a saturation of syntactic repetition throughout the piece (see description above) and/or by closure which retrospectively orders the entire piece and/or by general statements which organize the whole piece.

Scoring Guide Categories (continued):

7 = Illegible, illiterate.

8 = Misunderstands the task, writes on another topic.

9 = I don't know.

NOTE: Scorers should not take mechanics or transcription errors into consideration. Also, the scorers should judge only the interrelatedness of the ideas, NOT the quality of those ideas.

Examples of Cohesive Ties:

In general, "cohesion" refers to the ways clauses and sentences are related to each other and can be thought of as the gathering and ordering of related ideas. If the parts of a discourse cohere, they "stick" or are "bound" together. Cohesion is achieved by ties of considerable variety. And these ties can be both semantic and structural. Additional examples of specific kinds of cohesion ties are identified by Halliday and Hasan in Cohesion in English (1976).

Lexical

I like rain on school days but I dislike rain on weekends.

I stepped right into a puddle. That puddle was a complete surprise to me. That muddy hole ruined my day. That place fooled me.

Conjunction

Additive -
It was a muggy day and I couldn't stay awake.

Adversative -
I really didn't feel like going to school in the rain, yet I did anyway.

Causal -
I love rainy school days because my mom always lets me stay in bed.

Temporal -
I put on my raincoat when it rains. Then I put on my plastic hat. Finally, I get myself out the door.

Examples of Cohesive Ties (continued):

Reference

Personal -
Rainy mornings are never fun for kids. They get wet waiting for the school bus.

Demonstrative -
I feel sad on rainy school mornings. That feeling is one I don't like.

Comparative -
Today's the same kind of rainy day as the one we had yesterday.

Substitution

Nominal -
I couldn't find my yellow rain coat, but my mom told me to take the other one.

Clausal (use of so and not) -
Was it going to rain all day? The weatherman said so.

Ellipsis

Nominal -
This was not the first rainy day I'd stayed in bed, only the second [ ].

Verbal -
I usually stay in bed on rainy mornings, but I didn't [ ] this time.

Clausal -
I could either stay in bed or get up and go to school, but I couldn't decide which [ ].

Note: While helping plan the 1978-79 writing assessment, National Assessment consultants expressed the opinion that coherence and cohesion deserved special consideration and that a more thorough method of describing information about coherence was needed. In consequence, this cohesion scoring guide was developed and used with this exercise to replace the paragraph coherence guidelines developed in 1973-74.

SYNTAX SCORING GUIDE OUTLINE
T-UNIT ANALYSIS
(Developed for the 1978-79 Writing Assessment)
"RAINY DAY"

I. T-unit delineation--A T-unit is one main clause with all its phrases and subordinating clauses. (Fragments are included with either the preceding or the following T-unit, as appropriate.)

II. Embedding

A. Nominalization

1. Nominal Clauses--clauses used as a subjects, direct objects, subject complements, or objects of prepositions.
2. Nominal Phrases--phrases used as subjects, direct objects, subject complements, or objects of prepositions.

B. Adjectival Modification

1. Relative Clauses--clauses that modify nouns or, occasionally, complete sentences, including clauses of time, place and manner.
2. Modifying Phrases--restrictive or non-restrictive phrases directly following the nouns they modify.
3. Transposed Modifying Phrases--non-restrictive phrases separated from the nouns they modify, verbal phrases, nominative absolutes, and appositive noun phrases.
4. Genitives--possessive phrases, pre-noun proper name possessives and possessive pronouns.
5. Single Word Pre-noun Modifiers--adjectives that precede the nouns they modify.

C. Adverbial Modification

1. Adverbial Clauses--clauses of reason (cause/purpose), condition, or concession.
2. Adverbial Phrases--phrases of reason (cause/purpose), condition, or concession.

III. Conjoining and Connective Devices

A. Coordinate
(Since NAEP computerized the text for the essays, counts of both intra- and inter-T-unit uses of "and" and "or" were machine tabulated.)

B. Semantic (other logical relationships)

1. Time naming structure--clauses or phrases that establish time.

2. Adversative and illative--words, clauses, or phrases that establish time.

3. Other signposts--words, clauses, or phrases that indicate an addition, a sequence, or a comparison.

102015-2

SYNTAX (SENTENCE TYPES) AND MECHANICS
SCORING GUIDE OUTLINE
(Developed for the 1973-74 Writing Assessment)
"RAINY DAY"

I. Sentence Level Syntax Categories

Description of Sentence Types

1. *Minor sentence* (correct fragment)--A word group used in dialogue, for emphasis, or as an exclamation that is not an independent clause.

2. *Simple*--A sentence that contains a subject and a verb. It may also have an object or a subject complement.

3. *Simple with phrase*--A simple sentence that contains a prepositional, infinitive, gerund and/or participial phrase. Sentences containing appositives, nominative absolutes, and verbals were also scored in this category.

4. *Compound*--A sentence containing two or more simple sentences joined by something other than a comma.

5. *Compound with phrase*--A compound sentence containing at least one phrase in one of the independent clauses.

6. *Complex* (and compound-complex)--A sentence containing at least one independent clause and one dependent clause.

7. *Complex* (and compound-complex) *with phrase*--A sentence containing at least one independent clause, one dependent clause, and one phrase.

II. Sentence Level Mechanics Categories

A. Sentence Types with Punctuation Errors (sentences that do not fall into any of the syntax categories.)

1. Run-on Sentence

a. Fused--A sentence containing two or more independent clauses with no punctuation or conjunction separating them.

b. On and on--A sentence consisting of four or more independent clauses strung together with conjunctions.

c. Comma splice--A sentence containing two or more independent clauses separated by a comma instead of a semicolon or a coordinating conjunction.

2. Incorrect fragment--Any word group, other than an independent clause, that is written and punctuated as a sentence.

NOTE: The scoring of T-unit constituents makes it possible for some of the preceding sentence types to be derived through data analysis.

B. Faulty Sentence Construction (These scores are in addition to the sentence types.)

1. Agreement Error--A sentence is scored for an agreement error if at least one of the following is present: subject/verb do not agree, pronoun/antecedent do not agree, noun/modifier do not agree, subject/object pronoun misused, and/or verb tense shifts.

2. Awkward Sentence--(The awkward categories are listed below in their order of precedence. Only one score was given to a sentence.)

a. Faulty parallelism--Any parallel construction that is semantically or structurally dysfunctional. A situation where the writer shifts from one tense to another tense.

b. Pronoun reference--A pronoun's antecedent is unclear.

c. Illogical construction--Faulty modification or a dangling modifier or a functionally misarranged or misproportioned sentence.

d. Other dysfunctions--A sentence that contains an omitted or extra word and/or a split construction.

III. Punctuation Errors--Every error of commission and error of ommission is scored for commas, dashes, quotation marks, semicolons, apostrophes, and end marks. The most informal rules of usage are used with the writer receiving the benefit of any doubt.

IV. Word Level Mechanics Categories

A. Word Choice--The writer needs a word that is different from the one written. This category also includes attempts at a verb, adjective, or adverb form that is nonexistent or unacceptable.

B. Spelling--In addition to a misspelling, this category includes word division errors at the end of a line, two words written as one, one word written as two, superfluous plurals, and groups of distinguishable letters that do not make a legitimate word.

C. Capitalization--A word is given a capitalization error score if the first word in a sentence is not capitalized, if a proper noun or adjective within a sentence is not capitalized, and if the pronoun "I" is not capitalized.

The mechanics scoring was designed to allow the writer as much flexibility as possible under existing rules of correct writing; consequently, any time two authorities on mechanics disagreed, the most informal interpretation was used.

"Rainy Day"

Primary Trait Category 1 Responses

It makes me feel like a sunny day. I dont care if it is raining in this kind of weather but I can't go out after school at night. In the summer I hate it cause I like to go swimming and ride my minibike.

I feel like Staying home because it be raining and I don't like When it be raining, Can not going no Where to play. When It Be raining The yard be Mess up.

I feel that when I get up in the mornings and it's Raining that the day is going to be long and dreary. So I go about the day as best as I can. I try to make the day a happy one.

I feel cold because the rain reminds me of it being cold. I feel like dressing warmly, but its usually too humid to do that. Sometimes I also feel like running around in it, especially during the summer.

"Rainy Day"

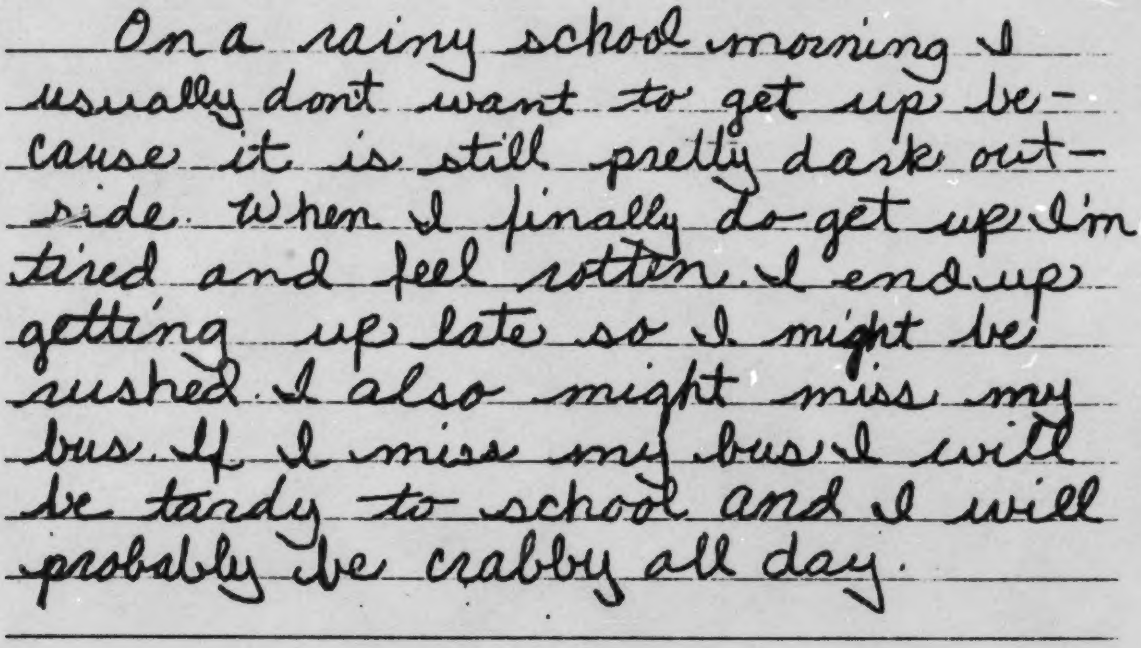
Primary Trait Category 2 Responses

It makes me feel settled. I can really get down to work. I know that I wouldn't like to be out in the rain. I am not rowdy at all on these kinds of morning I feel like studying or reading a book by a fire. I, sometime feel chilled on these mornings It makes me sad and calm because the pattern that the rain falls in calms me. All in all I feel very calm, and like studying.

It makes me feel kind of upsett becauseI don't want to walk to school in the rain. I always get the feeling like today goung to be boring like after school I have to do my newspaper and I don't like it during the rain.

"Rainy Day"

Primary Trait Category 2 Responses *(Cont.)*



On a rainy school morning I usually dont want to get up because it is still pretty dark outside. When I finally do get up I'm tired and feel rotten. I end up getting up late so I might be rushed. I also might miss my bus. If I miss my bus I will be tardy to school and I will probably be crabby all day.

It makes me fell terrible because
I hate rainy days because
nothing ever goes right
for me. My hair goes
crazy when it rains and
I get all wet and my
shoes get wet and then
I'll catch a cold. Rainy
wheather just isn't for
me. I hate to even get out
of bed on a school
morning when its raining.

"Rainy Day"

Primary Trait Category 3 Responses

It makes me feel terrible. I just want to crawl back in bed and go back to sleep. I don't want to get up at 6:30 in the morning and have to go out in the cold, damp, and dark morning. I don't feel like waiting for the bus. And sure enough I don't feel like coming to school and working. It makes me get a headace. Then I wont to go home. It puts me in a bad mood. I don't fell like eating and when I don't eat I get sick at my stomach then I really can't do good in school.

Well, when I got up this morning I didnt feel like getting up, because this morning, it was raining. Anyway, on rainy days when I get up it seems like your not able to wake up, you know you dont feel to perky, Down at the bus-stop on nice days we usually play soccer but on rainy days you have to stand under the overhang on the gas station, and thats not much fun. The bus isnt very vivid in the morning because nobodys what you might call "Alive" enough to joke around. In school the classes seem to go on for ever, and the few hours Im in school the day seems like a year.

"About the above written"
Otherwise, I hate rainy days

A rainy day at school makes me feel lousy. When I get up I freeze. The weath makes me feel sticky some times. When I got to get in the car, I always get wet a little no matter what. Then I become hot in the car and becom sweaty. But can not open the window because it's raining. During school you can't play. You stay in the class room where it is hot and stuffy. afar school you have to go infront of the church, you get wet again. All day you stay in the house and just clean or do nothing. You have to just watch it rain everywhere.

A rainy school morning makes me feel lazy like I don't want to get out of bed, I just want to stay home. Because it's too wet out. But usually I end up going to school. It is fun after I get up get dressed and get to school. Because for lunch we eat inside. When we go out on our breaks it's sort of dark out. And usually Mr. Hughes our teacher and Mrs Huber are in a good mood.

My friends are in a good mood and they crack jokes and we all laugh.

So too me a rainy day is a fun day, evin if your lazy in the morning.

"Rainy Day"

Primary Trait Category 4 Responses

On a rainy school morning I feel a little sad. When it is raining there is nothing to do People huddle under umbrella's and scurry up the street while I walk slowly along. As the rain steadily beats down I feel as if it will never end. The clouds rolling overhead and the water forming big puddles and rolling down the sidewalk in little streams only adds to the dreariness. I would like to crawl back into bed and wait for tomorrow to come. All my plans for the day; must be cancelled and so I have nothing to look foward to. As the rain beats down and I get wetter I feel as if I'am the only person in the world who had plans and saw them get washed away with the rain As I slowly walk on I realize that the rain will be gone tomorrow but it doesn't help my feelings. Today is still today and tomorrow is a long way off.

Unlike most people, I sincerely like rain. A rainy school morning gives me a kind of cozy, warm feeling inside. It just so happens that today is a rainy school day. When I got up, I knew it would be raw & chilly outside, so I picked soft, warm clothes to wear. I also drank some hot cocoa.

As far back as I can remember, I've always liked rain. When I was younger, I used to go to an old school That had school busses. I would dress warm & get off to a good start, before I got on the bus. Then I would sit with my friend Barbara & we would talk & compare homework.

(Cont.)

When we finally arrived at the big, old red brick building, we would get off the bus & go inside. All day long my friend & I would play & do our work in the warm classroom. Our class was on the 3rd floor & we used to sit on the wide windowsill, above the heater & play with clay, & color as we looked out at the quaint, little town in the drizzle & fog, from our high, cozy perch. All these fond memories came rushing back to me this morning when I got up & saw the rain.

"Rainy Day"

Cohesion Category 1 Responses

I feel like I just don't want to
get up. I feel sickand tierd. I feel like
I just got ranover by a truck. I feel very
bored

I CAN Not StANd RAIN I hate RaiN
If it WAS RAINING I WHOULD Not
CoMe to SchooL.
RAINy DAYS MAke me FeeL SicK
aNd Some-times diZZy.
I Like to StAy IN BeD When It
RAINS. RAIN is something SAd,
gLoom. And I AM hAPPy aLL Most ALL the
time

I feel dilsey, and cooled. I also feel that I
deed more slpep. I don't do my work as well,
and I get mad because, my hari falls down
I think rain is fun sum times. I hate
to catch the bus when it raining.
When It rains on a shcool day I can't
hear as well I don't know why. I get
mad easly and sometime want to go
home. I feel like I have to take a bath
every five minuts, because I feel musty.

I don't realy want to go to school
but I have to.

"Rainy Day"

Cohesion Category 2 Responses

I makes me feel grochey and miserable. But sometimes it makes me happy because when we have gym we have to go out on the field and if it rained the day before we wouldn't have to go out. Rainey days get me dissappointed because I thinks it would turn out to be a beautiful day and it starts to rain.

I feel very tired and I don't like to go to school when it is raining because the bus is usally very loud and in the after noon I'm usally all wet from running from the gem and the bus is very very loud. and I would be very mad because we have to stay inside for lunch and recess and we can't go out side allday long but to change classes.

A rainy school morning makes me feel upset. It makes me feel like something awful is going to happen. So many accidents happen when it rains. It makes me scared if it is a cold winter rain. A spring rain in April makes me feel safe and warm. The smell of a spring rain makes you feel free, like you owe nothing to anybody. To some people like farmers, rain is important, but I like the sunshine better. I often get a cold feeling when it rains hard.

I feel happy cause usually I half asleep and I cum go to the bustop and get to sit with my friends and wait for the bus. But most of the time I wish it wouldn't rain cause I might just miss the bus if it is raining hard.

"Rainy Day"

Cohesion Category 3 Responses

A rainy morning makes me feel sad and gloomy. It makes me feel like going back to bed. But I think to myself, maybe the sun will come out and look very beautiful. So I get ready to go to school. with my unbrella. When I get to school I feel tired and wet from the cold, wet, and windy day.

When I wake up and find out it is raining I have a feeling of something begining, and something awful.

I feel that something is begining because the rain brings a nice fresh smell, and it helps the different flowers and plants grow.

I also feel something awful because you have to hear your mother telling you take your umbrella or raincoat. Then I have to drag everything out and bundle up so you don't catch a cold.

Rainy school mornings leave me with a melancholy feeling. Rainy days are boring and I dread waiting for the bus in the rain. When I am waiting for the bus, I think of, the piles of schoolwork that I have before me. The drab gray drops make me think of tests and homework. The cold puddles, remind me of an exam, or maybe a report.

Rainy days can get me down, but I know I will spring back up with a smile when the sun shines again.

"Rainy Day"

Cohesion Category 3 Responses (Cont.)

It makes me feel bad because I know I'll have to stay in all day and wont get to do anything outside until it stops and even then its to wet. And I hate to get out in the rain in morning and have to go to school and set out in the hall until the bell rings. Then after school if it still raining I have to walk home in the rain.

"Rainy Day"

Cohesion Category 4 Responses

A Rainy School Morning

I awoke this morning to the sound of rain drops hitting against my window. I looked out + saw it was raining very hard. I thought that this was a terrible way to start the day. First of all I'll get wet on the way to school + we'll have to go in + sit in the halls. Then I remembered we would have to stay in the lunch room during lunch + we couldn't go outside. We could not go outside during P.E. either. Also I didn't want school to get out because all I would do is go home + sit in the house all day.

"Rainy Day"

Cohesion Category 4 Responses *(Cont.)*

when I get up in the morning and it's rainy the first thing I think is "It's going to be a boring day." I get the feeling that I'd rather stay home. I get the feeling that I should just stay home because I would not pay attention in class anyway. The day seems very wasted. When I think of sitting through six and one half hours of school I get a dull worthless feeling in my stomach, and I think "What a boring day it's going to be!"

A rainy school morning makes me feel very down and miserable. I hate to go out in the rain, and get all wet just to go to school. It makes me feel this way because the sun is not shining. You Feel Like you don't want to stand out in the rain waiting for the bus.

Once you get to school and you are soaking wet you feel very down , and dont really feel like working. I don't think many children would. I think that I do worse on tests that are given on rainy days than on tests that are given on bright sunnydays.

In school on rainy days you cannot go out to play at lunchtime and that means you are cooped up in the classroom all day long, You can't do fun things that you would do at home on rainy days.

All I can say for rainy days when you have to go to school make me feel miserable.

I woke up to the sound of rain pattering on the roof and the smell of waffles in the air. Great way to start off a morning, I thought bitterly; rain and waffles my favourite combination!

I groaned as my mother cheerfully came into the room to get me up.

"Wake up!" she said smiling.

"How can you be so cheerful on a day like this. It really depresses one!" I said dully as I sat up and turned on my radio.

"Don't worry," she said. "Once you get some breakfast into you you'll feel better.

I doubt it I thought.

After I had gotten dressed I went downstairs and had breakfast Waffles, yuk!

(Cont.)

"Rainy Day"

Cohesion Category 4 Responses *(Cont.)*

I slowly put on my rubber boots and my raincoat. I put my books in a plastic bag and walked out the front door.

Depressed and totally miserable. because of this rain she thought. continuing on the long walk to school.

102016-3 "Stork"

102016-3 "Stork"

(Continued)

Look at the picture printed on the opposite page for a while, and then make up a story about it. When you are ready, write your story. It may be helpful for you to start with one of the following lines, but you may begin in any way you wish.

Possible First Lines

"I'm telling you, Henry, if you don't get rid of that thing, it's going to eat up the cat!"

"But, Mother, I am telling the truth! It laid an egg in the Chevy."

"Last night a very odd-looking bird appeared in the neighborhood."

WRITING TASK: Stork

NAEP #: 0-102016-13A-3

RHETORICAL MODE: Expressive - Narrative

OBJECTIVE: I. Demonstrates ability in writing to reveal personal feelings and ideas.

SUBOBJECTIVE: B. Through the use of conventional modes of discourse

NAEP SCORING: Primary Trait: Fiction to account for a situation.

Cohesion

Syntax: T-unit Analysis

Syntax (Sentence Types) and Mechanics

AGE: 17

TOTAL TIME IN SECONDS: 1564

NUMBER OF LINES: p.1 - 7
p.2 - 23

TRAIT SCORING GUIDE
"STORK"

Rhetorical Mode: Expressive-Narrative

Primary Trait: Fiction to account for a situation.

Rationale of Primary Trait: The exercise calls for the creation of a fictional narrative--"make up a story." The subject, the stork, is given and the three possible first lines, two of which invite dialogue, provide suggestions for situations.

General Scoring Rationale: The techniques of fiction require control of a consistent point of view. Verbal cleverness would be desirable, but this is probably unrealistic for a 25-minute creation. Readers should look for narrative structures and amplifying detail which will entertain with a particular view of the world (expression) and which will account for a given situation (explanation). The reader's problem is to balance vividness, inventiveness, and aptness against consistency provided by a sustained structure and point of view.

Scoring Guide Categories:

0 = No response.

1 = No evidence of storytelling. These responses do not show evidence of storytelling. Thus, they either accumulate details without a situation to anchor and unite them, or they add just a few descriptive details to one of the situations provided in the stem.

2 = Some evidence of storytelling. These responses attempt the basic task of storytelling They invent a situation to account for the bird, but the fictional demands are fundamentally unfulfilled for one of several reasons: 1) the response may give the bare outline of a plot, with a beginning, middle and end, but little or no elaboration of detail; 2) the response may have no sense of a plot, but may simply ramble on from the initial situation with many details, but with no process or purpose to give it point or structure; 3) the response may begin telling a story, but never get further than the beginning; 4) the response may relate several separate stories without evident connection between them.

Scoring Guide Categories (continued):

3 = Clear evidence of storytelling. These responses clearly show evidence of the storyteller's obligation to structure a plot and elaborate it with appropriate details. Thus they show a markedly greater sense of coherence with amplitude than "2" responses. But they are usually somewhat flawed in one of the following ways: 1) one or another part of the basic plot may be thinly or inconsistently detailed; 2) the situation may be established, the plot developed, but the piece may come to an end without a clear or appropriate closure; 3) the plot may be completely elaborated, but it contains technical inconsistencies in point of view, handling of dialogue or management of narration.

4 = Structure and complete storytelling. These responses tell a complete story, amply as well as appropriately detailed at all points, and fully as well as consistently resolved. They exhibit tight control in the management of a whole fiction to provide context for the status of the bird.

7 = Illegible, illiterate.

8 = Misunderstands the task, writes on another topic.

9 = I don't know.

COHESION SCORING GUIDE
(Developed for the 1978-79 Writing Assessment)
"STORK"

In scoring papers for cohesion, scorers need to be attentive not only to the incidence of cohesive ties but also to their successful ordering. Underlying and further strengthening these ties is syntactic repetition, both within and across sentences. The following example achieves cohesion by lexical cohesion, conjunction, reference, and substitution, and yet these various kinds of cohesion are both emphasized and related among themselves by numerous incidents of syntactic repetition:

> Yesterday afternoon while coming home from school, I saw this odd-looking bird. Not knowing what it was, I stopped the car and picked it up. That was a very bad mistake. The poor thing was afraid of the car. While I was driving along it began to jump around and scream. The best thing I knew to do was to take the bird back to where I got it. So I did. It was perfectly contented. So there I left it and I went on home.

When both the incidence and ordering of cohesive ties pattern the entire piece of writing, the writer has created what we ordinarily call coherence.

Scoring Guide Categories:

1 = Little or no evidence of cohesion. Basically, clauses and sentences are not connected beyond pairings.

2 = Attempts at cohesion. There is evidence of gathering details but little or no evidence that these details are meaningfully ordered. In other words, very little seems lost if the details were rearranged.

3 = Cohesion. Details are both gathered and ordered. Cohesion is achieved in the ways illustrated briefly in the definition above. Cohesion does not necessarily lead to coherence, to the successful binding of parts so that the sense of the whole discourse is greater than the sense of its parts. In pieces of writing that are cohesive rather than coherent, there are large sections of details which cohere but these sections stand apart as sections.

4 = Coherence. While there may be a sense of sections within the piece of writing, the sheer number and variety of cohesion strategies bind the details and sections into a wholeness. This sense of wholeness can be achieved by a saturation of syntactic repetition throughout the piece (see description above) and/or by closure which retrospectively orders the entire piece and/or by general statements which organize the whole piece.

Scoring Guide Categories (continued):

7 = Illegible, illiterate.

8 = Misunderstands the task, writes on another topic.

9 = I don't know.

NOTE: Scorers should not take mechanics or transcription errors into consideration. Also, the scorers should judge only the interrelatedness of the ideas, NOT the quality of those ideas.

Examples of Cohesive Ties:

In general, "cohesion" refers to the ways clauses and sentences are related to each other and can be thought of as the gathering and ordering of related ideas. If the parts of a discourse cohere, they "stick" or are "bound" together. Cohesion is achieved by ties of considerable variety. And these ties can be both semantic and structural. Additional examples of specific kinds of cohesion ties are identified by Halliday and Hasan in Cohesion in English (1976).

Lexical

The bird seemed very frightened. I ran into the house to get some food to feed the bird.

Conjunction

Additive -
Henry's bird is getting bigger by the day; in addition, he is eating us out of house and home.

Adversative -
I know I saw the bird taking a bath in our sprinkler; however, by the time I had convinced my mother, he was gone.

Causal -
My mother said I couldn't keep the bird; consequently, I gave him to our neighbor.

Temporal -
We decided to catch the bird. First, I told my brother to get a box, then, we put him in it. Now, he is our pet.

Examples of Cohesive Ties (continued):

Reference

Personal -
This odd-looking bird just stood and looked at me and I could see he was tame.

Demonstrative -
When I first saw the bird, I ran. That sight would frighten anyone.

Comparative -
Did you know there is a bird swimming around in our pool and he is taller than me.

Substitution

Nominal -
I tried to find the odd-looking bird everyone was talking about but all I saw were the usual ones.

Clausal (use of so and not) -
I asked if the bird was dangerous and the policeman said he thought not.

Ellipsis

Nominal -
Everyone said the bird would be there in the morning but I stayed up to make sure [ ].

Verbal -
This odd-looking bird started jumping around in the back seat of my car. The only thing I could do was let it go so I did [ ].

Clausal -
I have never seen a bird as ugly as that [ ].

Note: While helping plan the 1978-79 writing assessment, National Assessment consultants expressed the opinion that coherence and cohesion deserved special consideration and that a more thorough method of describing information about coherence was needed. In consequence, this cohesion scoring guide was developed and used with this exercise to replace the paragraph coherence guidelines developed in 1973-74.

SYNTAX SCORING GUIDE OUTLINE
T-UNIT ANALYSIS
(Developed for the 1978-79 Writing Assessment)
"STORK"

I. T-unit delineation--A T-unit is one main clause with all its phrases and subordinating clauses. (Fragments are included with either the preceding or the following T-unit, as appropriate.)

II. Embedding

A. Nominalization

1. Nominal Clauses--clauses used as a subjects, direct objects, subject complements, or objects of prepositions.

2. Nominal Phrases--phrases used as subjects, direct objects, subject complements, or objects of prepositions.

B. Adjectival Modification

1. Relative Clauses--clauses that modify nouns or, occasionally, complete sentences, including clauses of time, place and manner.

2. Modifying Phrases--restrictive or non-restrictive phrases directly following the nouns they modify.

3. Transposed Modifying Phrases--non-restrictive phrases separated from the nouns they modify, verbal phrases, nominative absolutes, and appositive noun phrases.

4. Genitives--possessive phrases, pre-noun proper name possessives and possessive pronouns.

5. Single Word Pre-noun Modifiers--adjectives that precede the nouns they modify.

C. Adverbial Modification

1. Adverbial Clauses--clauses of reason (cause/purpose), condition, or concession.

2. Adverbial Phrases--phrases of reason (cause/purpose), condition, or concession.

III. Conjoining and Connective Devices

A. Coordinate
(Since NAEP computerized the text for the essays, counts of both intra- and inter-T-unit uses of "and" and "or" were machine tabulated.)

B. Semantic (other logical relationships)

1. Time naming structure--clauses or phrases that establish time.

2. Adversative and illative--words, clauses, or phrases that establish time.

3. Other signposts--words, clauses, or phrases that indicate an addition, a sequence, or a comparison.

SYNTAX (SENTENCE TYPES) AND MECHANICS
SCORING GUIDE OUTLINE
(Developed for the 1973-74 Writing Assessment)
"STORK"

I. Sentence Level Syntax Categories

Description of Sentence Types

1. Minor sentence (correct fragment)--A word group used in dialogue, for emphasis, or as an exclamation that is not an independent clause.
2. Simple--A sentence that contains a subject and a verb. It may also have an object or a subject complement.
3. Simple with phrase--A simple sentence that contains a prepositional, infinitive, gerund and/or participial phrase. Sentences containing appositives, nominative absolutes, and verbals were also scored in this category.
4. Compound--A sentence containing two or more simple sentences joined by something other than a comma.
5. Compound with phrase--A compound sentence containing at least one phrase in one of the independent clauses.
6. Complex (and compound-complex)--A sentence containing at least one independent clause and one dependent clause.
7. Complex (and compound-complex) with phrase--A sentence containing at least one independent clause, one dependent clause, and one phrase.

II. Sentence Level Mechanics Categories

- A. Sentence Types with Punctuation Errors (sentences that do not fall into any of the syntax categories.)
    - 1. Run-on Sentence
        - a. Fused--A sentence containing two or more independent clauses with no punctuation or conjunction separating them.
        - b. On and on--A sentence consisting of four or more independent clauses strung together with conjunctions.
        - c. Comma splice--A sentence containing two or more independent clauses separated by a comma instead of a semicolon or a coordinating conjunction.
    - 2. Incorrect fragment--Any word group, other than an independent clause, that is written and punctuated as a sentence.

NOTE: The scoring of T-unit constituents makes it possible for some of the preceding sentence types to be derived through data analysis.

- B. Faulty Sentence Construction (These scores are in addition to the sentence types.)
    - 1. Agreement Error--A sentence is scored for an agreement error if at least one of the following is present: subject/verb do not agree, pronoun/antecedent do not agree, noun/modifier do not agree, subject/object pronoun misused, and/or verb tense shifts.
    - 2. Awkward Sentence--(The awkward categories are listed below in their order of precedence. Only one score was given to a sentence.)
        - a. Faulty parallelism--Any parallel construction that is semantically or structurally dysfunctional. A situation where the writer shifts from one tense to another tense.
        - b. Pronoun reference--A pronoun's antecedent is unclear.
        - c. Illogical construction--Faulty modification or a dangling modifier or a functionally misarranged or misproportioned sentence.
        - d. Other dysfunctions--A sentence that contains an omitted or extra word and/or a split construction.

III. Punctuation Errors--Every error of commission and error of ommission is scored for commas, dashes, quotation marks, semicolons, apostrophes, and end marks. The most informal rules of usage are used with the writer receiving the benefit of any doubt.

IV. Word Level Mechanics Categories

A. Word Choice--The writer needs a word that is different from the one written. This category also includes attempts at a verb, adjective, or adverb form that is nonexistent or unacceptable.

B. Spelling--In addition to a misspelling, this category includes word division errors at the end of a line, two words written as one, one word written as two, superfluous plurals, and groups of distinguishable letters that do not make a legitimate word.

C. Capitalization--A word is given a capitalization error score if the first word in a sentence is not capitalized, if a proper noun or adjective within a sentence is not capitalized, and if the pronoun "I" is not capitalized.

The mechanics scoring was designed to allow the writer as much flexibility as possible under existing rules of correct writing; consequently, any time two authorities on mechanics disagreed, the most informal interpretation was used.

"Stork"

Primary Trait Category 1 Responses

Last night A very odd looking
bird appeared in The Neighborhood
it was very big and tall
NO ONE Saw The big bird but me
The bird have A big bek And A
long leg and A small body

Last night a very odd-looking bird
appeared in the neighborhood it
was black and red it big it has
long lig it eye was blue

The brid look ugly it
will eat the grass up
it will bite you if you
get to close to it. it libe
on dry land the brid have
big Black eye and the brid is Black
+ white it have a pettry color
it look like a nice brid.
it have little legs and
a big nick.

Last night a very odd-looking bird appeared
in the neighborhood." It had long skinny
legs with a big body. It beck
was big and yellow The bird had
small brown eyes. It had difficult
colors of feathers. It made a weird
noise.

"Stork"

Primary Trait Category 2 Responses

This odd-looking bird has extremely thin legs with gigantic feet. Some say, he has a very peculiar beak and when you look at him face to face it seems as though his eyes will bulge right out. Very few adults have seen him since he came to the neighborhood but the children know him because this fellow that has been described is the new student teacher in town & teaches at the town school.

"But, mother, I an telling the truth! It laid an egg in the "Chevy" last night. it was A brand knew Chevy truck. when I woke in the morning I went to see the truck if it was aright. when I saw it the wheels had flip out from under it and the egg when in th back. I though it was A egg but I was not sure so I ran in to the house and called the polize to come find out what is was I went back outside And I saw this stork fly ing A round the barn, I was thinking that maybe that had laid

Last night a odd-looking bird appeared in the neighborhood. The bird has very long and thin legs, and its beek is long and pointed. The bird is believed to have escaped from a nearby zoo but zoo officeals would not comment on this.

There was talk that the bird may be some ki of space creature because many people called in a supposed ufo sitting a couple of nights ago.

Last night a very odd-looking bird appeared in the neighborhood. It was a big bird that was black and white with a big beek and long legs. It walked down the street and cars honked at it but it would not move. Nobody even knew what kind of bird it was. The cars were just barely missing it and it wouldn't fly away. It came from no were. The bird wasn't bothered by anything, it just came and then left.

"Stork"

Primary Trait Category 3 Responses

"But, mother, I am telling the truth! it laid an egg in the chevy. This poor bird, whose name is Carleton, was Kicked out of the bird sanctuary he lived in because he violated curfuew. So, he has been wandering around trying to find a decent home to live in. He picks the place and he will be hurt if we turn him down. Besides, he can provide our eggs for us and be entertaining as well. We can rent him out, teach him to do a comedy act. He'll be no trouble at all. Can we please keep him, mom?" "Well, all right children, I suppose it won't hurt to try. Maybe he will come in handy at being a house bird. At night he can sit on the roof and protect the house against any burgalers." And that is the story of Carelton. He protected the house, talked & did funny shows for the neighborhood Kids. And they all lived happily ever after

Last night uncle Harry went to bed when he woke up he felt a bit weird. He went over to the mirror, he looked in and what a shock he got. He had long skinny legs and a big beak, he tried to rub his eyes but he couldn't. He looked down at his body and saw wings where his arms were supposed to be. He got all excited and started fliing around the room.

After a long time of thinking he figured he couldn't change back, so he decide to fly south for the winter.

I happened to look out of the window and saw something very strange. Looking right back at me was what looked like a feather-duster. When I looked around it, I found an egg lying under it. I went to see the egg, but the feather-duster wouldn't let me near it. Then I proceeded to find a way to out-smart this tall, funny-looking feather-duster. I sat down to see what I could come up with. When I turned to look again, I noticed the feather-duster getting nearer to examine me. So I creeped a little closer. Before I knew it, we were nose to feather. I didn't take kindly to that position because I didn't know what this creature had hidden in it's feathers. So I went over to the egg. I could

(cont.)

really see the uneasiness in the feather-duster, so I left the egg alone. I ran in to get my husband, so he could view my discovery. When we had returned, there was the feather-duster. But the egg was gone. The only thing around was a small glob of fur.

Last night a very odd looking bird appeared in the neighborhood. It had long skinny legs and a rather large beak on it. The dogs and cats were checking out this unusual creature as if it were a creature from another world. All of the neighborhood animals were barking and meowing. This arousid our attention so we went to see what was going on. What we saw was truly an amazement to all. My little brother dicided to keep it.

He spent long hours building a little home for the newcomber. He kept Sam, the birds first name, for 2 years and after that he met a man named Jim from

(cont.)

a circus that wanted to buy Sam from my brother Paul.

Paul thought it over and felt it would be better if more people could be able to see Sam through the circus tours and such.

He sold him for a great sum of money. Although Paul was unhappy, he knew he did the right thing.

"Stork"

Primary Trait Category 4 Responses

Last night a very odd-looking bird appeared in the neighborhood. Mr. Raymond Trice, a trusted citizen in the neighborhood, was the first person to see the bird. He said it was big and yellow and had a wing span of about twenty feet. I was not scared until I saw the bird. When I did cold flashes and heat waves pulsated my body. I became distraught. Suddenly the bird hovered over me and appeared as if he was going to attack. Luckily I had my trustworthy slingshot with me and I was able to kill the bird. Instantly I became a hero around town just because of what happened last night. Now I'm thankful that bird scared me, it looks like he will change my whole life from one of a nobody to one of a somebody.

last night a very odd-looking bird appeared in the neighborhood. As it gracefully landed on the street, I approached it. suddenly the bird began to talk. "excuse me," he said, "could you please direct me to the nearest bird hotel"? stunned and suprised, I curiously look at the bird. "O how thoughtless of me. My name is jerimiah crow," the bird said. Thinking quickly, I deduced that this has to be some sort of joke. I look around, but no one was in sight. Finally, I annsered the bird, "I'm terribly sorry but I know of no bird hotel in the neighborhood." The bird looked at me and then replied, "Thank you so much for your trouble." Then, quick as a flash he was gone. stunned I walked home. When I arrived,

(cont.)

my older brother asked me if I
had just seen a strange looking
bird. Shocked, I anxiously told him
my story. He began to laugh. "That
was no bird," he said, "That was
johns robot." I looked at him in
disbelief and then began to laugh
I remembered that today was
April fool's Day.

Last night a very odd looking bird appeared in the neighborhood. There I was quietly floating around the swimming pool after supper. The crickets were chirping and it was a very peaceful evening. Some friends were comming over within an hour. Suddenly, I heard the strangest noise. I thought it was my friend Drew, he's always putting new horns on his car. But no! It wasn't Drew at all. It was this huge bird which circled about ten feet over the pool, and then splashed to a watery landing five feet away.

Now what was I to do? I didn't dare move to quickly for fear it might attack. The bird paddled closer, so I sank myself under water and swam to the opposite side. After making my way out of the pool, I made a mad dash too the door to get a camera and call the neighbor.

The neighbor was a bird enthusiast so

(cont.)

he washed right over. We carefully approached the fird and snapped several pictures before the bird sprang from the stool into the yard! Then he stood for about 3 minuts eying our every move. Then suddenly with the speed at which he came, he left.

Nobody belived my stories, but the pictures provided the proof.

"Stork"

Primary Trait Category 4 Responses *(Cont.)*

One day while walking through the neigforhood, I came across a strang-looking bird. I couldn't figure out what it was until sudden it hit me: Judy's mother was due to have a baby in a few days. I took another look at the bird, got up my nerve and asked it if by any chance it could be The Stork. I really don't know why I shouldn've been so surprised when he answered. It took me a few minutes to climb out of the tree. He told me to calm down and give him the directions to Abby's home (Judy's mother). I just stood there staring at him. Finally I shrugged my shoulders and thought what the heck, I'm not doing anything as I might as well show him myself. He picked up his bundle in his beak and started after me. I took the long way around because I felt it might get embarrassing if I had to explain him to my friends. We finally

(cont.)

"Stork"

Primary Trait Category 4 Responses *(Cont.)*

asked and I pointed over the house. He tried to thank me but he still was carrying his bundle and I told him he really should be hurrying up and delivering that baby. This time he was the one who was surprized. He dropped the bundle and said "What baby? This is a submarine sandwich. I'm making a delivery for the Pasa Pizza House."

"Stork"

Cohesion Category 1 Responses

The long tall big mouthed bird that was big enough to eat a cat, and laid and egg in the Chevy, appeared in the neighborhood last night.

Last night a very odd-looking bird appeared in the neighborhood and then left.

with a big mouth and long legs And he had a fun body. White an black colors. he had big wing and he stood straight ups. He got some long feet and a long neck.

"Stork"

Cohesion Category 2 Responses

Last night a very odd-looking bird appeared in the neighborhood. his wing was white and his face with two agly eyes were looking around to find something to eat. the bird has agly feet That I saw in my life. So The neighborhood's feel was so sorry for That agly birds and they let him to go.

Last night a very odd-looking bird appeared in the neighborhood. It had a long beak, and it's legs were tall and slender. The bird had a very mean look in it's eyes.

For what reason it appeared in the neihborhood, we do not know, maybe it escaped from the zoo. Some how I do not like the ideal of this strange creature in our neighbor hood.

I suppose though he's lost and will eventually wonder back to his natural habitats.

"Stork"

Cohesion Category 2 Responses *(Cont.)*

The "Kula Bird" is a very rare bird and is only found in isolated tropical islands. They were once plentiful, but have been hunted for sport and caught for there feather, so that now they are almost extint. The kula bird has only one offspring every two years. Laws have been enacted to protect this bird. There diet consists mainly of small rodents, lizards, and fruit found on the islands they live on.

The Henry had found a bird and he began to like the bird. It was a funny looking bird. It stand on one leg and it had a long bill. The boy didn't tell anyone he had the bird. He decede to tell his mother. His mother didn't want the bird around the house, but he want bird to stay.

"Stork"

Cohesion Category 3 Responses

Last night a very odd-looking bird appeared in the neighborhood, It was very long legged and was carring a sack around its beck, If I'm no mistaking he was delivering a baby to our next-door neighbors. They they told me they were expecting a baby.

He went into the Johnson's house and came out and still had the sac. I figured he was lost but I just watched and waited. He went into several different houses and still had the sac. Finally he came to our house, I asked him what was in the sac, and it was just some Classic Dill pickles mom forgot at the grocery store.

"Stork"

Cohesion Category 3 Responses *(Cont.)*

Last night uncle Harry went to bed when he woke up he felt a bit weird. He went over to the mirror, he looked in and what a shock he got. He had long skinny legs and a big beak, he tried to rub his eyes but he couldn't. He looked down at his body and saw wings where his arms were supposed to be. He got all excited and started fliing around the room.

After a long time of thinking he figured he couldn't change back, so he decide to fly south for the winter.

"Stork"

Cohesion Category 3 Responses *(Cont.)*

Lastnight a very odd looking bird appeared in the neighborhood and scare the children half to death. The bird gist went from house to house looking for food. Then he went back into the woods. The next day he came back again to look for more food. This went on for at least two months. After while everybody in the neighborhood thought of the bird as thair friend. They even named the bird "Charlie", So when Charlie cames into our neighborhood everybody feeds and takes care of him. He is a well loved pet around here.

"But, mother, I am telling the truth! it laid an egg in the chevy. This poor bird, whose name is Carleton, was kicked out of the bird sanctuary he lived in because he violated curfrew. So, he has been wandering around trying to find a decent home to live in. He picks the place and he will be hurt if we turn him down. Besides, he can provide our eggs for us and be entertaining as well. We can rent him out, teach him to do a comedy act. He'll be no trouble at all. Can we please keep him, mom?" "Well, all right children, I suppose it won't hurt to try. Maybe he will come in handy at being a house bird. At night he can sit on the roof and protect the house against any burgalers." And that is the story of Carelton. He protected the house, talked & did funny shows for the neighborhood kids. And they all lived happily ever after

"Stork"

Cohesion Category 4 Responses

Last night a very odd-looking bird appeared in the neighborhood. No one knew of him until this morning when the neighbor boy, Tommy told of him. He said that the bird came down the chimney with a cloth of some kind shaped like a sling between his beak. There was something moving inside of it, but it was too dark for Tommy to tell what it was. The bird then proceeded to fly up the stairs and to his mother and fathers room. Tommy was too scared to follow him, so he hid in his room til' morning. In the morning Tommy ran upstairs to see what the bird had brought, and in a small bed beside his parents bed was a baby, a tiny little baby. Tommy was so happy that he went out and told the whole neighborhood of how the odd-looking bird brought to their house a little baby brother.

"Mom, there's this odd looking bird in our backyard." "so chase it away before the cat can catch it." "I don't think the will catch it. I'm afraid it will catch the cat." "What are you talking about. Let me take a look." She looks at the bird and becomes dizzy as if to faint. "Oh my God, get the cats inside before something happens." We go to bring the cats inside when one of them goes to smell the bird. All of a sudden the bird picks up the cat and puts the cat on its back and gives it a ride around the yard. My mother started laughing and after a while we fed the bird + decided to keep it.

Last night a very odd-looking
bird appeared in the neighborhood.
Mr. Raymond Price, a trusted citizen
in the neighborhood, was the first
person to see the bird. He
said it was big and yellow and
had a wing span of about twenty
feet. I was not scared until
I saw the bird. When I did
cold flashes and heat waves pulsated
my body. I became distraught.
Suddenly the bird hovered over
me and appeared as if he was
going to attack. Luckily I had
my trustworthy slingshot with me
and I was able to kill the
bird. Instantly I became a hero
around town just because of what
happened last night. Now I'm thankful
that bird scared me, it looks like
he will change my whole life
from one of a nobody to one of a
somebody.

"Stork"

Cohesion Category 4 Responses *(Cont.)*

Last night a very odd-looking bird appeared in the neighborhood. As it gracefully landed on the street, I approached it. suddenly the bird began to talk "excuse me," he said, "could you please direct me to the nearest bird hotel"? stunned and surprised, I curiously looked at the bird. "oh how thoughtless of me. My name is Jerimiah crow," the bird said. Thinking quickly, I deduced that this had to be some sort of joke. I look around, but no one was in sight. Finally, I annsered the bird, "I'm terribly sorry but I know of no bird hotel in the neighborhood." The bird looked at me and then replied, "Thank you so much for your troublee." then, quick as a flash he was gone. stunned I walked home. When I arrived,

(Cont.)

my older brother asked me if I had just seen a strange looking bird. Shocked, I anxiously told him my story. He began to laugh. "That was no bird" he said, "That was johns robot." I looked at him in disbelief and then began to laugh I remembered that today was April fool's Day.

Twice down on a time there existed in the land of Uglis, a terribly handsome and beautifully feathered fowl, Yancy by name. Now one might presume that such a magnificent figure of a bird would be quite happy domestically but alas this was not the case with Yancy! For he lived in a land where everyone was ugly, and found himself quite shunned and thwarted by his neighbors for his great and beautiful plumage. Yancy was very sad and alonesomely because everyone else in the land would not recognize him as an individual with as much right to happiness as anyone else; they were ignorant and prejudiced people. Yancy was continially in the dumps because society shunned him so; but he made the mistake of

(Cont.)

feeling sorry for himself and began
to cry (which is a hard thing for a
bird to do)! "Why am I so wrong
and they are so bright?", he sobbed!
"I want to be just like everyone
else, oh, won't somebody please try +
understand a poor handsome bird?"
Just at that moment, an- ancient
+ hairy being came down out of the
skies mounted on a sack of
surplus wheat and said, "Yancy!"
"I've got news for ya' son. Your alone
are the only person in the world who
is beautifle. You're unique, not odd.
Take pride in what you are, son, or
you'll never amount to anything."
And immediately the old one vanished
in a cloud of oatmeal!
"Yeah, said Yancy!" "I'm me and

(Cont.)

"Stork"

Cohesion Category 4 Responses *(Cont.)*

I'm beautiful, and I'm unique and
I'm gonna set the world on fire
with my valiant deeds!" "Oh thank
you Mr. Man"

So Yancy began to look at the
world with an entirely different approach.
He was pretty + proud of it; and as
soon as he can figure out what to
do with his right foot, he's going to
open a small but well
organized Black Studies Center!

"The End"

201001-1 "Puppy"

Pretend that your family is moving to a new apartment. The landlord has refused to let your puppy live there. Write the landlord a letter, trying to convince him to let you keep your puppy in the new apartment.

Space is provided below and on the next two pages. Sign your letter "Chris Smith."

240 West Street
Bigtown, Pennsylvania
January 4, 1979

Dear Mr. James,

WRITING TASK: Puppy

NAEP #: 0-201001-52A-1

RHETORICAL MODE: Persuasive - Social/Personal

OBJECTIVE: II. Demonstrates ability to write in response to a wide range of societal demands and obligations. Ability is defined to include correctness in usage, punctuation, spelling, and form or convention as appropriate to particular writing tasks, e.g., manuscripts, letters.

SUBOBJECTIVE: A. Social 1. Personal

NAEP SCORING: Primary Trait: Situationally unique persuasion through making of appropriate appeals.

AGE: 9

TOTAL TIME IN SECONDS: 743

NUMBER OF LINES:
p.1 - 10
p.2 - 26
p.3 - 21

TRAIT SCORING GUIDE
"LETTER TO LANDLORD ABOUT PUPPY"

Rhetorical Mode: Persuasive - Social/Personal

Primary Trait: Situationally unique persuasion through making of appropriate appeals.

Rationale of Primary Trait: Essentially this is an exercise to determine how well a nine-year-old can cope with rhetorical appeals. The request for a letter to a landlord establishes a particular audience. The situation, keeping a pet in the face of opposition, focuses the writer's appeals. By directing the writer to try to convince the reader, the exercise is persuasive, so a fully successful performance must contain appropriate appeals/reasons.

General Scoring Rationale: Given the limits of time and the age of the children, it would be unreasonable to expect elaborately structured arguments. Even the better writers may produce appeals/reasons in a relatively discrete manner -- apparently thinking of one, writing it down, thinking of another, etc. Therefore, readers should concentrate attention on the writer's success at finding and formulating appeals appropriate to the audience and situation.

Scoring Guide Categories:

0 = No response.

1 = Letters lacking appeals/reasons: These letters either contain no appeals or only name inappropriate or vague reasons. They tend to 1) be confusing in that it is difficult to understand what the situation really is or what the letter is supposed to accomplish, 2) be comprised mainly of threats of violence or retribution, or 3) request to keep the puppy but offer no appeals or only offer a request with one general statement which is not sufficiently specific or relevant to be considered an appeal.

Scoring Guide Categories (continued):

2 = Letters with limited appeals/reasons: Letters in this category cover a broad range, but all are in some sense underdeveloped. Some letters request to keep the puppy and offer one or two practical or sympathetic appeals. Others offer several (2 or more) appropriate appeals or general statements, but only infer that the purpose of the letter is a request to keep the puppy. If a response includes a request and several appeals one of which is inappropriate, the persuasive qualities will be less effective and the letter will probably remain in the "2" category.

3 = Letters substantiated with appropriate appeals/reasons: Generally these letters include a request substantiated with approximately three concrete appeals. However, some "3" letters cite numerous (4 or more) reasons but they are presented as a list rather than a unified request. Unusually effective presentations of pathetic appeals or rational negotiations may also be classified in the "3" category.

4 = Letters developed and substantiated with appropriate appeals/reasons. These letters are organized such that they operate as a unified piece of persuasion. They tend to have openings, closings or both and contain numerous (4 or more) appeals. Not all of the separate appeals need to be developed, but usually one is, and all the appeals are appropriate.

7 = Illegible, illiterate.

8 = Misunderstands the task, writes on another topic.

9 = I don't know.

NOTE: Some examples of appeals are listed on the following page.

Types of Appropriate Appeals/Reasons:

1) Practical/Specific - "He's house trained." "He doesn't shed." "I'll take him for walks." "He doesn't bark." "I'll give him baths." "Doesn't chew on furniture." "He's quiet." "He's a small breed." "I will pay more rent." "I won't let him outside, except to take him for walks."

2) Sympathetic/Pathetic - dog birthday present, pleading (I will cry, please, please), had dog since was baby, the dog will die, dog legacy of dead grandmother, dog only friend, etc.

3) Other - suggesting a tryout period, nice introductions (allow me to introduce myself), observing that you understand why the landlord doesn't allow pets, etc.

Types of Inappropriate Appeals/Reasons:

1) Mildly inappropriate - offer to give dog to landlord, will move if can't keep dog, the dog will never go outside.

2) Totally inappropriate - violent threats, giant bribes, childish ranting - "I will hate you."

3) Contradictory - good watch dogs that don't bark or bite.

Types of Vague Appeals/Reasons and General Statements:

"I'll feed my dog." "He won't wreck the apartment." "I'll take care of my dog." "He's a black and white dog." "He's small." "He'll be no trouble." "I love my dog." "He's cute." "I want to keep my dog." "My dog is harmless."

"Puppy"

Primary Trait Category 1 Responses

We wood clean up all the
stuff that is around us
if you wood let him.

He will pick up aroundus
and He will bring are
stuff. up. We want Him
to stay. let him stay and
We will Hlep you.
"Chris Smith,"

Primary Trait Category 1 Responses *(Cont.)*

can our puppy stay with us or else
Ill tare the billding down if I dont
do that I'll move. No mabey I'll suey
you. No mabey thats being a little mean.
then I ges I'll ahv give him away
Sincly
Mr. Chriss Smith

about that puppy
it has ben with me
for six years and I
hope to have him
longer Chris Smith

"Puppy"

Primary Trait Category 2 Responses

Whould you please let the puppy stay? We will not let him out of the house. And he will not hurt anything. He is house trained too. He is very nice. And he is little.

Your, friend
Chris Smith

We will cepe our pupey out of trubl he will not couse any trubl we will cepe him inside in till we go some were may we pleas cepe him he is nice and quite he is a good dog I hope you let us you will like him so let us cepe him.

Chris Smith

Would you let me keep my puppy
at the apartment because he
dose not use the bathroom on
the floor please Mr James
, I will watch him every day
to see that he don't disturb other
people and watch . thats he
don't yse the bathroom on
the floor.
Jim Smith

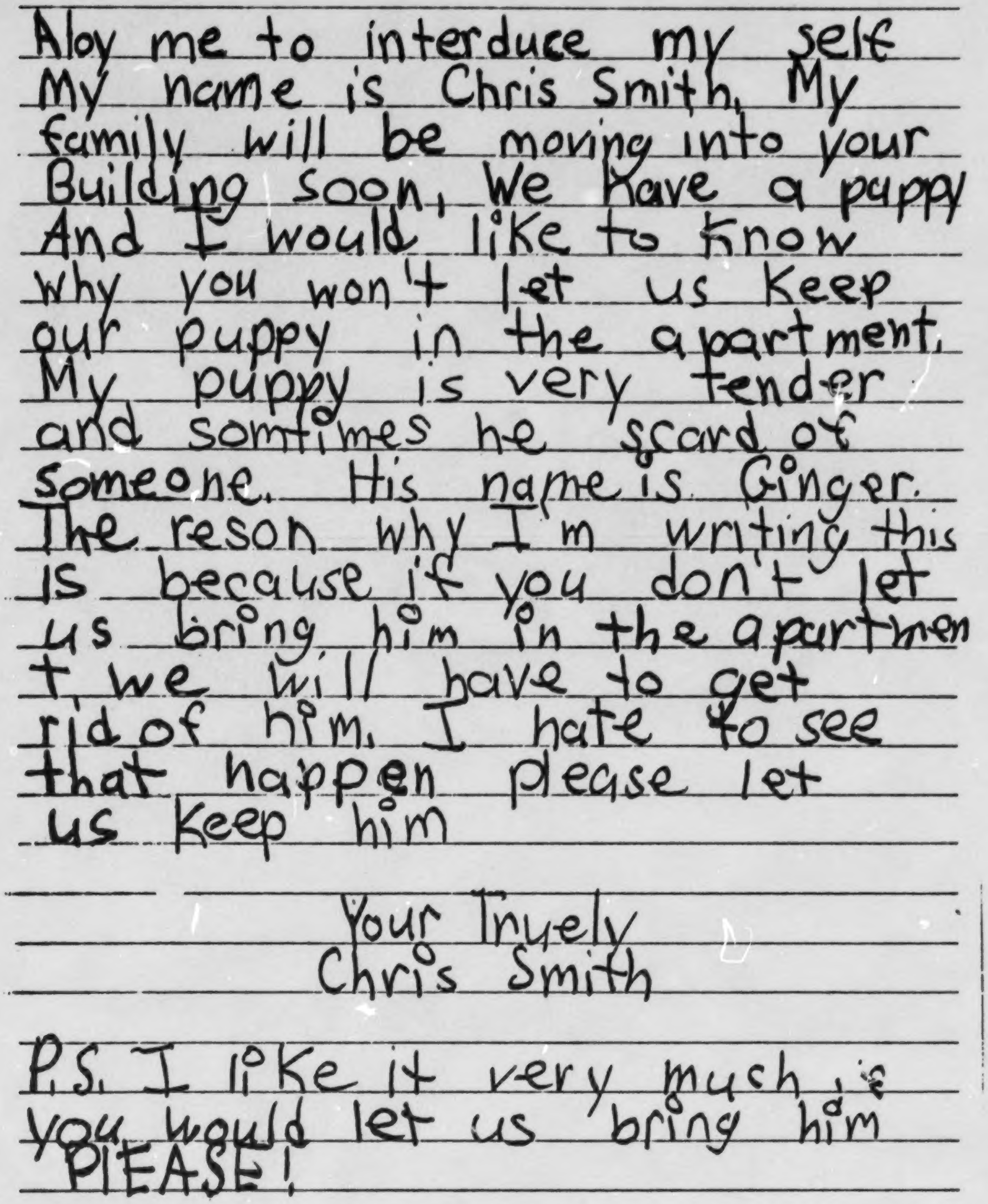
"Puppy"

Primary Trait Category 2 Responses *(Cont.)*

Please wood you
let my puppy
live here please.
I will let
my puppy outside
It will sleep
outside please.
I will give
my puppy a
bath outside. Please
from Chris
To Chris Smith
Please

"Puppy"

Primary Trait Category 3 Responses



Aloy me to interduce my self My name is Chris Smith, My family will be moving into your Building soon, We Have a puppy And I would like to know why you won't let us Keep our puppy in the apartment, My puppy is very tender and somtimes he scard of someone. His name is Ginger. The reson why I'm writing this is because if you don't let us bring him in the apartment, we will have to get rid of him, I hate to see that happen please let us Keep him

Your Truely
Chris Smith

P.S. I like it very much, if you would let us bring him PLEASE!

I would like to keep my puppy she dose not bark she is very quit. She dose not scach anyone. she has her claws clipes of. And she sleeps on my bed. She is a very si puppy. She hids when anyose comes in. And dose not go the bath room

Sinserly yours.
Chris Smith

I can understand why you want let animals in your apartment house. But my puppy is very nice and I am sure he wan't reck up the apartment. I will be sure to watch him and take him out alot. Please let me keep him.

Sincerly,
Chris Smith

Please let our puppy live with us,
Hes a real good puppy and dosent
chew up things, hes potty trained.
Oh please let him stay with us.
Im sure you'll like him alot, and
if he does any damage we'll pay
for it.

"Chirs Smith"

"Puppy"

Primary Trait Category 4 Responses

Please let our dog come live with us he won't make any noise or any mess on the rug we won't let him get in your nice garden we won't let him mess up on your grass he won't bother you at all. Please let his come and live with us just think if he didn't live with us he would freeze Please let him live with us Please.

Chris Smith

I love my pupy more than anything
Please let me keep my pupy he
won't get into trouble I promise.
He doesn't eat much and he likes
you he likes Kids too. I have
my own place for him to go to
the bathroom and everythig. He
is clean doesn't have ticks or
fleas he doesn't bite or howl
he doesn't make ames or
Skratch he's loveble and good.
I'll take him for walks every
day and feed him so he's not
hungry. I'll keep him most of the
time in a pen I made for him.
He's very cute and doesn't
growl he plays with his bones
I give him. He likes peope.
He likes to go on walks and
camping. He's got short fur and
he is very quit. Please! let me
keep him Please!

Your Freind

Chris Smith.

"Puppy"

Primary Trait Category 4 Responses *(Cont.)*

My name is Chris Smith.
Please let me keep my puppy.
He will do anything you tell
him to. I love my puppy
and want to keep him.
He is the only friend I
have. He does not bite or
nothing like that.
He is the nicest dog in the
world. He wont have puppies
because it is a boy. I will
keep him out of trubble too.
We will not let him run
after people on the streets. We
will not let him dump over
the cans. He does not keep
people up at night, and he
is a good watch dog. You
will like him. He will
even protect you.
Love,
Chris Smith

My puppy does not wet at all. Please let us keep my puppy. We do not know were he can stay. I love my puppy very much And he is very loveable alot of times. And I don't want to loose him. And I will even tain him to follow your orders. And he will even get the newspaper for you evry day. And we will even keep the house clean. And we will tie him to his leash and he will have a bath evry week. And he will do anything you want him to do. Please let me keep him. I do not want to loose him because I love him

Sincesearly
Chris Smith

201006-2 "Letter to Principal"

Imagine that your principal asked for suggestions about how to make things better in your school. Write a letter to your principal telling him just ONE thing you think should be changed, how to bring about the change, and how the school will be improved by it. Space is provided below and on the next three pages. Sign your letter "Chris Johnson."

333 West Street
Loden, Ohio 99999
September 5, 1978

Mark Hopkins, Principal
Martin Intermediate School
Loden, Ohio 99999

WRITING TASK: Letter to the Principal

NAEP #: 0-201006-52A-2

RHETORICAL MODE: Persuasive - Social/Organizational

OBJECTIVE: II. Demonstrates ability to write in response to a wide range of societal demands and obligations. Ability is defined to include correctness in usage, punctuation, spelling, and form or convention as appropriate to particular writing tasks, e.g., manuscripts, letters.

SUBOBJECTIVE: A. Social 2. Organizational

NAEP SCORING: Primary Trait: Persuasion through invention of issues, arguments, and evidence appropriate to the defense of a proposition.

AGE:	13
TOTAL TIME IN SECONDS:	927
NUMBER OF LINES:	p.1 - 8 p.2 - 26 p.3 - 21 p.4 - 25

201006-2

TRAIT SCORING GUIDE
"LETTER TO THE PRINCIPAL"

Rhetorical Mode: Persuasive - Social/Organizational

Primary Trait: Persuasion through invention of issues, arguments, and evidence appropriate to the defense of a proposition.

Rationale of Primary Trait: The key terms in the directive are "one thing you think should be changed, how to bring about the change and how the school will be improved by it." Taken together, these terms indicate the persuasive orientation of the exercise and the method by which the persuasion is to be carried out. Respondents are being asked to use writing not as a way of simply expressing personal desire and dissatisfaction, but as a means of communicating public need and discovering ways of dealing systematically with public need.

General Scoring Rationale: Since the directions for this exercise seek to elicit reasoned and systematic methods of persuasion, reponses to this exercise should be scored in terms of this criterion alone. Matters such as tone or letter form, for example, should not be weighed in scoring. Qualities that should be weighed as evidence of systematic persuasion are: 1) focus--evidenced by definition and concentration on a single change or problem and its solution and 2) appropriateness of development--evidenced by consideration of issues, arguments, reasoning and by showing the change is practical and will bring about positive results.

Scoring Guide Categories:

0 = No response.

1 = Do not define and defend a change. Some "1" papers do not propose a change or identify a problem, they are simply statements of attitude, judgement, desire or dissatisfaction. Other "1" papers do identify a problem or recommend a change, but do not explain how to implement the change or solve the problem. They do not tell how the school will be benefitted.

NOTE: An elaborately detailed description of a problem should not be scored higher than "1" if no solution is identified or defended. Lists of problems or changes should also be scored "1".

Scoring Guide Categories (continued):

2 = Define a change and offer minimal defense. Respondents state a change they want made in their school or a problem that needs solving. In addition, they must tell: 1) how to bring about the change or solve the problem or 2) some way the school will be improved by the proposed change or solution.

Some "2" papers do present all three elements, but the reasoning is not developed. Some are in a sketchy, skeletal, rudimentary form that is basically a bare outline. Others are disjointed or the ideas aren't related (solution doesn't solve problem, benefit isn't related to change, etc.).

3 = Define and defend a change. Papers state a change or identify a problem, explain how to bring about the change or solve the problem and tell how the change will benefit the school. Reasoning is used to expand or explain at least one of the elements. For example, there might be a detailed plan for bringing about the change, an enumeration of the benefits or an elaborate explanation of the problem. Usually, one element is well developed while the others are only asserted or barely mentioned resulting in an unevenly developed paper. (Occasionally a "3" paper will contain an elaboration of a severe problem (drugs, race riots, etc.) that implies the benefits without stating them.)

4 = Systematically define and defend a change. These papers have all the elements of "3" papers. In addition, they cast the material in a systematic structure which reflects the logical steps in the process of bringing about the change. At least two, and possibly all, of the elements are expanded so that the various issues are related to each other and to the proposition being defended.

7 = Illegible, illiterate.

8 = Misunderstands the task, writes on another topic.

9 = I don't know.

"Letter to Principal"

Primary Trait Category 1 Responses

Dear Sir

One thing I think we need is a bigger and better gym and more things for the P.E. Class to do also we could use better desk , chair and books. We could use a better playground If you could make these changes I think everyone would be thankful.

Thank you,

Chirs Johnson

Dear Sir:

To make this school better. I would build a swimming pool with a low diving board and a high one. I think this would make the students happy.

Sincerely yours,

Chris Johnson

Dear Principal,

I am writing suggestions about the amount of time we have for recess. Littler kids have more time and they hardly do work. We work all day, then eat lunch, go out and play for 5 minutes. We need more time! We are constanly doing work!

Chris Johnson

Mark Hopkins

Have more activies like more clubs more space for the playground better food and bigger rooms. That might help a little. You should have sales to raise more money for school. More field trips. Have a school meetings.

Sign,

Chris Johnson

"Letter to Principal"

Primary Trait Category 2 Responses

Dear Mr. Hopkins,

I think we sould have School equiptment And the way to get this is to have some kid of sale, and dances, like bake sales, yard sales, square dances School dances, and maybe a COMMonity dance. THEES are a few ways to get more equipment

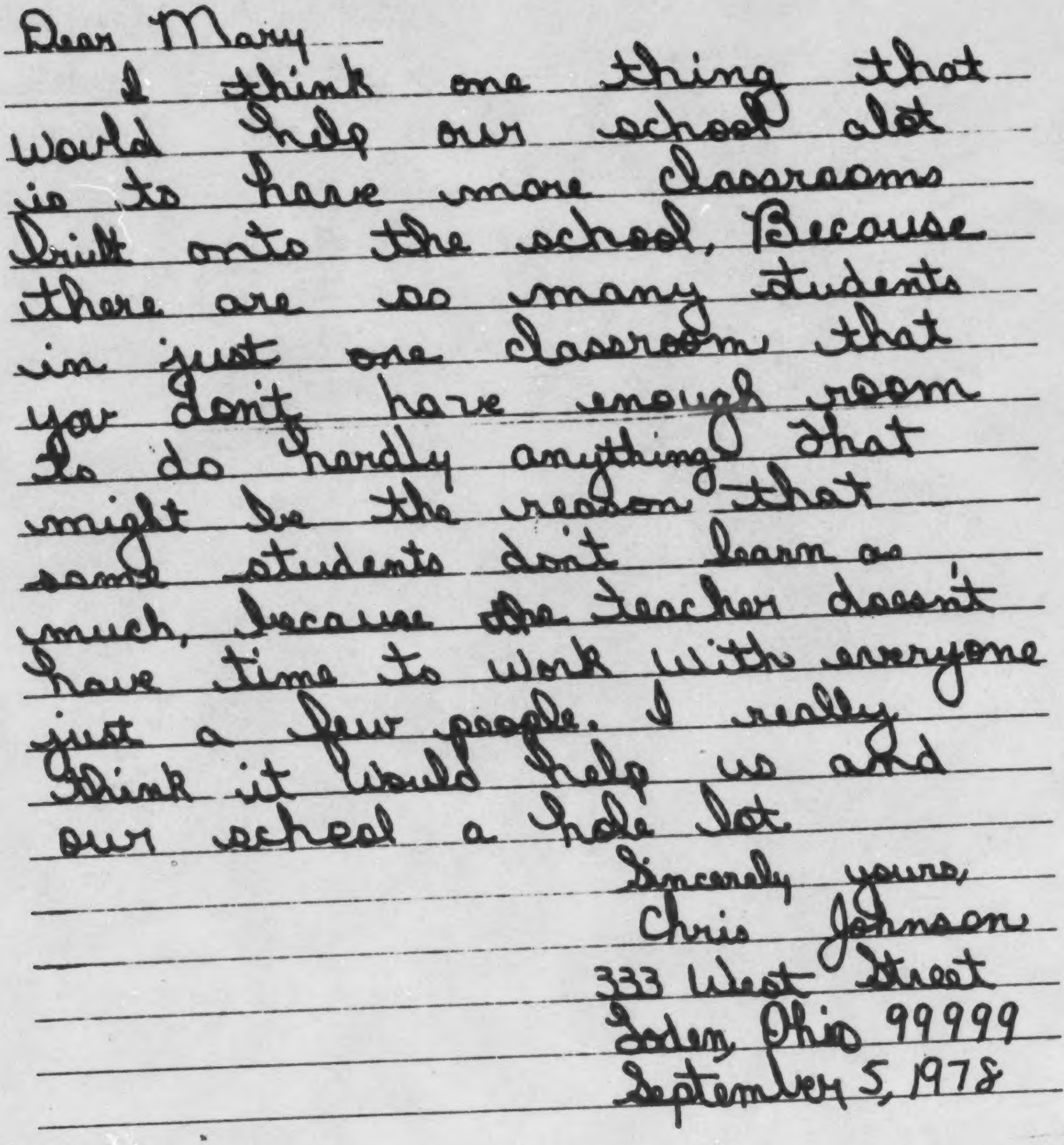
Sincerly

Chris Jonson

Dear Mark,

I think we should be able to go to our lockers before loading the buses. You should let us go when the band bell rings. It will keep from bringing unneeded books home.

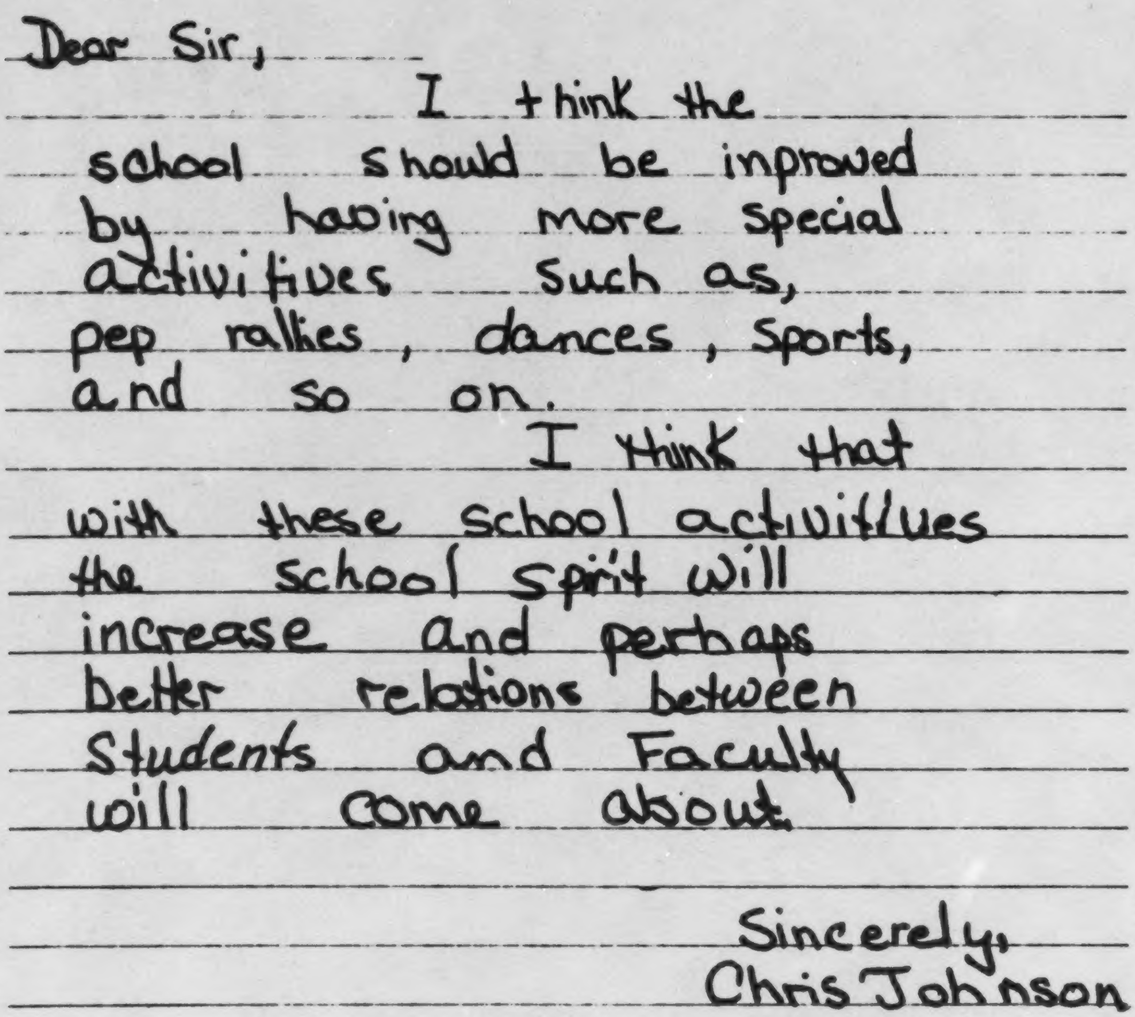
Chris Johnson



Dear Mary

I think one thing that would help our school alot is to have more classrooms built onto the school, Becouse there are so many students in just one classroom that you don't have enough room to do hardly anything. That might be the reason that some students don't learn as much, because the Teacher doesn't have time to work with everyone just a few people. I really think it would help us and our school a hole lot.

Sincerely yours,
Chris Johnson
333 West Street
Toden, Ohio 99999
September 5, 1978



Dear Sir,

I think the school should be inproved by having more special activitives such as, pep rallies, dances, sports, and so on.

I think that with these school activitlues the school spirit will increase and perhaps better relations between Students and Faculty will come about.

Sincerely,
Chris Johnson

"Letter to Principal"

Primary Trait Category 3 Responses

Dear Mrs. Hopkins,

I think Martin Intermediate School could be improved greatly by more career education. It appears to me that most children today don't take school seriously. They don't seem to understand that school is preparing them for the uncertainties that life holds. In career education, I think the school should bring in skilled laborers and let them tell the children how hard getting and keeping a job can be without a good education. It is a pity to see children wasting away the opportunity to prepare themselves for the unexpected. In my opinion, the school should not stand by and let them.

Sincerely yours,
Chris Johnson

Dear Mr. Hopkins,

The change I think that should made in the school is to stop the students playing in the hallways and disturbing classes. How to bring about the change. One thing is to stop letting students go out into the hallways without a pass. Have hall patrols standing on each end of the hallway. If a student dosent show the hall partol a pass, I think you should send them to the office. I think that the school will improve greatly by it. It should stop so much confusion in the hallways, and I think that the teachers would approve of this too. This is my suggestion of improving this school.

Chris Johnson

Dear Mr. Hopkins,

I would like to see more sports in our school and more people participated in them. I feel you should take a survey in which each person writes four sports he or she would like to participate in. after this is done the four most wanted sports should be scheduled during after school time.

I think this would help our school become more active and more people would get to know other kids.

sincerely yours,
Chris Johnson

"Letter to Principal"

Primary Trait Category 3 Responses *(Cont.)*

Dear Sir,

The school that we are in has a small fault. I think we can improve this by putting in a telephone, not a pay telephone, because most kids won't have money for it. We can raise the money by a bake sale, on this coming Friday. We can hire some man to put it in. The changes will be great. Mrs. Smith our secatary would not be botherd by kids who want to use the phone. It would be greatly appreaciated by all. If you allow my sugestion to pass.

Sincerely,
Chris Johnson.

"Letter to Principal"

Primary Trait Category 4 Responses

Dear Principal Hopkins

I have a suggestion that I think would help the school. I think the schools need more audio and video equipment. This would help teachers as well as students. It would help to get the lesson across more clearly. It would be more interesting for the student. Also it would help children to get individual help because the teacher could get one group to watch a filmstrip or listen to a tape while she helps another group or child. I think perhaps the school could have some fund raising projects to get the money. Please consider my suggestion.

Yours truly
Chris Johnson

Dear Mr. Hopkins,

Our school needs an air conditioner. It is hard to concentrate on school work with such heat. Sweat drips into my eyes when I work, and my shirt sticks to my back.

I think we could ask the school board for money. Donations could make up for the remainder of the money needed. To get these donations, we could have a carnival, sell candy, and ask each child and teacher to bring a small donation.

I think all students could work much better if they were comfortable and relaxed in a cool climate. I, for one get aggrivated and disturbed when I am hot. Therefore, I cannot do my best work. Please consider getting air conditioning for this school.

Sincerely,
Chris Johnson

Dear Mr. Hopkins

I am writing this letter so that you may be aware of how I feel about our school. I think that the main thing our school is lacking is spirit. Very rarely do you hear a student bragging about his school, his football team, his basketball team, or any other important object about his school.

The change, in my opinion, could be brought about very easily. More pep rallies, school activities, spirit posters, and encouragement of spirit in many other ways would make our school a much more pleasant place to enlarge our education.

If Martin Intermediate School was a school of great spirit, students would be proud of their school. They would try to keep it cleaner, and would probably try to attend school more.

(Cont.)

Although this letter is just an opinion of one person, several others may have similar opinions. I thank you for giving me an opportunity to express my opinions, and I hope you will consider them in the future.

Yours Truly,
Chris Johnson

201007-3 "Recreation Center"

Some high school students have proposed converting an old house into a recreation center where young people might drop in evenings for talk and relaxation. Some local residents oppose the plan on the grounds that the center would depress property values in the neighborhood and attract undesirable types. A public hearing has been called. Write a brief speech that you would make supporting or opposing the plan. Remember to take only ONE point of view. Organize your arguments carefully and be as convincing as possible. Space is provided below and on the next three pages.

WRITING TASK: Recreation Center

NAEP #: 0-201007-52A-3

RHETORICAL MODE: Persuasive - Social/Community

OBJECTIVE: II. Demonstrates ability to write in response to a wide range of societal demands and obligations. Ability is defined to include correctness in usage, punctuation, spelling, and form or convention as appropriate to particular writing tasks, e.g., manuscripts, letters.

SUBOBJECTIVE: A. Social 3. Community

NAEP SCORING: Primary Trait: Persuasion through invention and elaboration of arguments appropriate to specified issues and limited to an audience with a mixed bias.

AGE: 17

TOTAL TIME IN SECONDS: 998

NUMBER OF LINES:
p.1 - 11
p.2 - 25
p.3 - 21
p.4 - 26

TRAIT SCORING GUIDE
"RECREATION CENTER"

Rhetorical Mode: Persuasive - Social/Community

Primary Trait: Persuasion through invention and elaboration of arguments appropriate to specified issues and limited to an audience with a mixed bias.

Rationale of Primary Trait: This task represents controversial situations that prevail in any civilized society-- situations which are resolved by a deliberative response. The directive to "be as convincing as possible" indicates the persuasive orientation of the task. It requires that respondents develop and support arguments appropriate to their position.

General Scoring Rationale: Support may consist of evidence and/or appeals to general truths, to experience, or to social and economic values. The support must be consistent with the position and should be of at least moderate length to demonstrate competence (scale point "3"). Excellence is achieved by demonstrating a capacity not only to invert and support arguments but also by addressing both sides of a controversial issue. Thus, the most successful respondents will be able to support their case on its own merits as well as answer or refute at moderate length the causes of the opposition.

Scoring Guide Categories:

0 = No response.

1 = Do not define and defend a point of view. Some of these papers have not explicitly or implicitly taken a position. Others may contain a thesis statement or clearly imply a position but do not give several supporting reasons to develop their arguments. Some typical score point "1" papers present:

(a) Attitudes and opinions about related social issues without a clear statement of position--these include free-floating, uncontrolled statements of opinion showing no concern for taking a stand and supporting it.

(b) Position statements but no related support--often these papers merely reiterate their stand in various forms.

Scoring Guide Categories (continued):

(c) Position statements preceded or followed by elaborate introductions.

(d) Position statements followed by arguments and appeals not connected to the crucial issues.

(e) Position statements followed by one or two undeveloped reasons.

(f) Position statements but the paper goes off tangentially into another realm (clarifying terms, personal gripes, etc.)

2 = Define a point of view and offer minimal defense. These papers explicitly state or strongly imply a position and give one or more clusters of arguments or appeals. (A cluster is a reason asserted with no more than one or two bits of evidence or related appeal.) Score point "2" papers usually consist of a chain of briefly developed appeals in support of a position or answering the opposition. They do not develop a line of argument or link the clusters to each other. (The underlying assumption is that the lines of arguments, reasons or appeals are appropriate to the issue.)

3 = Define and defend a point of view. These papers clearly state or imply a position and present at least one substantially developed line of argument or two moderately developed lines of argument relevant to the issues at hand. More evidence to support the position is presented than in "2" papers.

4 = Systematically define and defend a point of view. These papers present at least two moderately developed lines of argument, one which supports the position and one which answers the possible arguments raised by the opposition. The lines of argument usually will be linked as well as carefully organized. Other "4" papers may contain a moderate statement of support with a brief address answering each of the major opposition positions.

7 = Illegible, illiterate.

8 = Misunderstands the task, writes on another topic.

9 = I don't know.

"Recreation Center"

Primary Trait Category 1 Responses

I think that it would be good for teenage students to have some place to go, because if they don't the could be out getting into somekind of trouble.

I think you ever is oppose to making the old house a center for kids is a hipocrit. You say you want to see the kids of today off the street at night and involed in some kind of activity. But when it comes right down to it. No one wants to give alittle and help the kids find a place to go.

So if everyone here is not all for the center we are just kidding our selfs, because as soon as we get it some reason will come up and it will be taken away again.

Thank you

I am in favor of the high school students because young people need places they can go to relax & Talk to friends. The people who are opposing This is proably parents and dont under-stand anyway. It is not their property anyway. High School Students should have some sayso's also. They Need places to go. If older people and people opposes This want to stay home & Do nothing, Let Them Do so but give us High Schoolers rights also. There is not enough places now for High School Students to go as it is now. And if They Do win & Do get the place People who have opposed this should be kept away. Only People who have been for this are the way should run it

I think this is very nice for the young
people to have this place, And ~~I~~ think
that the local residents shouldn't oppose of
this plan that the young People have
desire's. Ithe neighbor are sadifide
their shouldn't be and problem.
I think that the young people want be
any trolley, if they can get what they
Want, I thank that they should have
this place were they can go and
relax and talk, and play record.
And get away from the older People
where all the troubles is. I Just
think that these young people should
have their own place. I am shure
the older people would like us to
have it. and if we fight hard
enough. I bet we get it so I know
we will win because we can talk
to the resident and come to and
agreement about it, and we did we
come to and agreement about it. and
"We won"

"Recreation Center"

Primary Trait Category 2 Responses

I am supporting the plan because this is a very good idea & I feel it would be great for the young people. They can have a goal in refurnishing this old house and after, it can be a very rewarding efperience. Young people need a place to go to when things at home are boring. This project shall proove rewarding to the community if it is under well supervision by volunteers who are interested in seeing that the project is done in a correct manner and under good control.

When a person has nothing to do, he'll sometimes find something bad to do. If there is a place a student can have good clean fun, as with a recreation center under proper guidance, these people can for the most part stay out of trouble. I feel that under proper supervision, the recreation center would be promising to cut the crime rate. The local residents should consider this, and it would be to their benefit to permit the old house to be cleaned & fixed up for the purpose of recreation.

"Recreation Center"

Primary Trait Category 2 Responses *(Cont.)*

I feel that the center should be set up for the students. In my opinion, people are usually complaining that kids are always out on the streets causing trouble.

If the center is set up though, it would provide kids with a place to go and something to do.

In my opinion kids cause trouble only after they're frustrated or what they believe in is laughed at.

Another aspect not considered is where the children will go or what they will do if the center is not set up. Not only will they feel harassed, but the long range view might show that if the center had been set up, they might have had experience encountering different types of people, understanding different views people have on different ideas,

(Cont.)

and most of all, the effect these different things could have on a persons education

Another idea is on the way it will attract undisirable types. I feel that by giving the Students the oppurtunity to show ther leadership. if unwanted types did show up, the students would protect their rights

I support the plan for converting an old house into a recreation center because I feel the young people of this community need a place in which they can meet to talk, discuss their problems, and also have some fun and relaxation. I do not believe resident in the neighborhood would be bothered by undesirable types, thus depressing property values, because the youngsters would remain inside the center, and the only young people who would actually come inside the center would be those who come for help.

"Recreation Center"

Primary Trait Category 3 Responses

I think converting an old house into a recreation center for young people is a exelent idea. The Kids will probally clean up the house and yard since it is for there own use. To take care of the house might give them a feeling of responsibility.

Nowdays I would say that the high-school students have the most responsibilty of anyone going to school. Schools have gotton much harder + there is more work. This house would provide a place where the students relax and socialize. Thus this house might relieve some of the pressure on the students. If the Kids did take care of their house, this might prepare them for there future life. This house will get the students off the streets and out of trouble. It will also provide a shelter over their heads. This house will provide a place where

(Cont.)

the students can talk and slowly work
their problems out. If the students use
the house for their benifits and use
it responsibily, I see no reason to take
it away. I know one thing for sure,
I wish we had a vacant house in our
neighborhood because it sure would be helpful
I am totally in support of this idea.

I believe this house would be highly beneficial to the students. This house has been an eye sore for years. These young people are going to change the appearence of this house so that it will have an appearece we can all be proud of. The appearence of the city can be very important to our chamber of commerc if they want to impress visitors to our city.

There are other good reasons for this how Many parents worry when their children leav their home at night. They sometimes will not know where the children are going. with this house, the parents would know of a safe place the childrer could go. Without this house the childrer are often seen in the streets,

We all know this house could cause problems. However, I assure you that no major problem will arise. The students were intelligent enough to come with the idea of fixing the house; The should know right from wrong. The "undesirable types" you talk of will most surely be weeded out by the majority of the group. These student deserve this house

"Recreation Center"

Primary Trait Category 3 Responses *(Cont.)*

a recreation center could be an advantage to the whole community. The work on the house could restore some beauty to the whole neighborhood. The work would be done entirely by the Kids, themselves and materials could be obtained from lumber yards scraps. It could be a Very education project as well for the Kids would be learning how to work together, use their creativity and Keep them busy. another advantage would be that parents would know exactly where their son or daughter are and so would not have to worry about them wandering the streets where they could get into trouble. Of cours certain Rules would be set up - such as no alcoholic beverages, no smoking. and no drugs. Certain recreational

(cont.)

games would be set up, suchas
a pool and ping pong table, air hockey,
a card table and darts. Couches and
Chairs would be set up for kids
who would just like to talk and
relax. A good time for kids to
talk over their problems and get
things off their minds. So, for a
project that would be advantagous
to all I strongly suggest for
the committee to favor it.

"Recreation Center"

Primary Trait Category 4 Responses

This would be a good place, especially if properly supervised, because then parents wouldn't have to worry about where the kids are. Lots of times teen-agers just like to get together to talk and this would be a good place for it. Otherwise they end up meeting in parking lots or places of business and that really isn't a very good place.

As for the fact that the recreaton center might lower the property values, I think parents should be willing to sacrifice a little if the center would help keep their children "out of trouble." I'm not sure but I don't think it would do that much to property value anyway.

Also, the problem of undesirables being drawn to the center might not really be a problem. It could be a function of the center to possibly help those people change. Even if they didn't

(Cont.)

change, undesirables are everywhere you go anyway, so whats the difference if they go to the center. Were the right attitude toward these people used, they might decide they didnt want to come back anyway.

In general, I feel this recreation center would certainly do more good than harm.

We are attending this hearing for a reason that actually is very crucial to some young people in out community. they have proposed a plan which on their part, would require a large amount of time, responsibil and sufficient funds. when we as adults heard that some of our "children" wanted to strike out a little on their on and have a type of community youth center, we of course put our foot down' and told our children to behav themselves - Now, I'm not trying to overly react in their favor because I realice the complications that could involve - the most serious of which would be the attraction of undesirable people. Perhaps this could be combatted by a young adult or perhaps college student acting as a guidance counselor. At any rate, if we are so close-minded that we believe our children dont meet these types at the other places they

(Cont.)

go for recreation, we are being fooled into a false utopia.

Instead of demanding that this house turn into a house of ill-repul, we, as adults, could just as easily make this a chance for our children to develop responsibility in the work that would be involved in cleaning and fixing the place up. They would have to raise money, devote time and effort, and generally sacrifice some-things that would take some responsibility to sacrifice. These children are at the age where they need to start striking out on their own a certain amount. I don't mean let them do anything with the house but allows them some freedom. For sure, they will probably make some wrong decisions and if they aren't too drastic we should let them go ahead. There is no better learning exercise than making a

(Cont.)

mistake and realizing it

The assumption of depressed property value must surely have been made by some adult that had a deprived sense of responsibilty as a young person. Surely if they are fixing the house the property value will not decrease.

We should consider these fackts, the pros and the cons, before we take from our future adults the chance for growing with responsibility.

"Recreation Center"

Primary Trait Category 4 Responses *(Cont.)*

"Ladies and gentlemen, as a spokesman for the students of this organization, I would like to clear some of the problems you might be anticipating about this student project. First let me state that the old houce when converted into a drop-in or recreation center, will be greatly appreciated. All the students are really hoping for this center. The participation in this project is fantastic. There is nothing in this for the students as a far as money goes. They would all be puttingin their time and muscle on a voluntary basis because they realize that the finished project will be something that is well used, not missused, and it can be something that they are proud of because they had a helpful hand in the creation of their drop-in center.

As for your property values

(Cont.)

I doubt if they would go down at all. If anything they would go down with this old house existing the way it is right now. The old house would be fixed up so that it would be able to stand without problems for another century.

The outside would be painted, the lawn kept up, the inside cleaned out and fixed up. When it is done it should look just as good if not better than some of your own homes!

Not only would this be a good oppurtunity for the kids to get together, but it will also keep them out of trouble. Their parents will know there going someplace to be with their friends, and stay out of trouble, stay off the streets. Also if a group of students have a group report to complete for school, this is a very good place for

(Cont.)

them to go and get it done. There
will be studying facility there,
also. So I hope you will take
a second view now from what
I have said, But I want you
to know this project was set up
with great results hopefully. And
we indend to keep the place up,
if we can get your vote, after we
get it. Thank You" THE END - CLAP! CLAP!

202014-3 "Electric Blanket"

Suppose that on June 4, 1978, you ordered an electric blanket that Big Mart had advertised for $14.98. On June 15, you received a letter stating that the supply of electric blankets was temporarily exhausted, but that your order would be filled shortly. You have never received the electric blanket, but every month since then you have received a computerized bill for the $14.98.

Now, after three months, you have received the letter below.

BIG MART INC.
P.O. Box 29
Buffalo, New York 14240

September 10, 1978
In reply refer to
Account 64377

Dear Customer:

According to our records your account has been unpaid for three months. If there has been an error, please let us know what the problem is.

We hope that within ten days we will receive $14.98. Otherwise, we will have to refer your account to our collection service.

Very truly yours,
Jason Jones
Jason Jones
Accounts Manager

202014-3 "Electric Blanket"

(Continued)

Pretend that you are Pat Brown and write a letter to Mr. Jones explaining why you never sent the $14.98.

WRITING TASK: Electric Blanket

NAEP #: 0-202014-52A-3

RHETORICAL MODE: Explanatory - Business

OBJECTIVE: II. Demonstrates ability to write in response to a wide range of societal demands and obligations. Ability is defined to include correctness in usage, punctuation, spelling, and form or convention as appropriate to particular writing tasks, e.g., manuscripts, letters.

SUBOBJECTIVE: B. Business/Vocational

NAEP SCORING: Primary Trait: Situationally routine explanation by means of crucial detail.

Secondary Trait: Self-Expression

AGE: 17

TOTAL TIME IN SECONDS: 896

NUMBER OF LINES: p.1 - 19
p.2 - 26

TRAIT SCORING GUIDE
"ELECTRIC BLANKET"

Rhetorical Mode: Explanatory - Business

Primary Trait: Situationally routine explanation by means of crucial detail.

Rationale of Primary Trait: The directive requires respondents to clearly communicate the information necessary to explain the situation. Since the information is given, the writer needs to recognize the pertinent details and transcribe them in a manner that conforms to the conventions of business letter writing. The main issue, however, is will the letter accomplish its purpose. The tone and style of the letter are of lesser importance.

General Scoring Rationale: The main criteria for rating this exercise is the presence and accuracy of the information transmitted. The basic task is accomplished if the writer is identified, the situation is explained and a directive is given. The other information serves to amplify the letter and increase the chances that the Big Mart will be able to solve the problem.

Scoring Guide Categories:

0 = No response.

1 = The letter is in some crucial sense incomplete. The writer is not identified and/or the situation is not explained and/or a directive is not given.

2 = The writer is identified, reference is made to both the bill/collection letter and the product, and at least implies Big Mart should clear up the matter.

3 = The writer identifies account number or name and address, refers to bill/collection letter, denies receiving product and gives clear direction for future action.

4 = The writer identifies account number, mentions date and receipt of bill/letter, denies receiving product and gives clear direction for future action. The letter also includes other information that serves to amplify and increases the chances that Big Mart will solve the problem.

7 = Illegible, illiterate.

8 = Misunderstands the task, writes on another topic.

9 = I don't know.

Scoring Guide Categories (continued):

NOTE: To maximize reporting capabilities National Assessment categorized the following information. The four trait categories were derived through data analysis.

I. Identification of Writer of Letter

1 = no identification
2 = name only
3 = name and address
4 = account number

II. Statement of Situation

A. Reference to Bill/Collection Letter

1 = no mention of receipt of bill/letter
2 = mentions receipt of bill/letter (may or may not include vague references to time)
3 = mentions date and receipt of bill/letter

B. Reference to Product/Electric Blanket

1 = does not mention product/electric blanket
2 = mentions blanket but does not explain it was never received
3 = denies receiving product/electric blanket

III. Directive

1 = future action suggested inappropriate (unlawful or violent) or unclear.
2 = leaves future action up to Big Mart (please clear this up) or does not propose any further action or solution implying Big Mart should clear up the matter.
3 = gives clear proposal for future action (send blanket, won't pay, cancel order, sue, cancel account)

Scoring Guide Categories (continued):

IV. Other Helpful Information

A. Reference to Initial Order of Blanket

1 = doesn't refer to initial order of blanket
2 = mentions initial order (may or may not make vague references to time)
3 = states date and refers to original order
4 = offers copy of original order

B. Reference to Backorder Letter (June 15, Supply Exhausted)

1 = no mention of backorder letter
2 = mentions backorder letter (may or may not make vague references to time)
3 = states date and refers to backorder letter
4 = offers copy of backorder letter

C. Reference to Repeated Billing

1 = no mention of repeated billing
2 = mentions repeated billing
3 = states length of time or number of bills received
4 = discusses, explains, or mentions actions or efforts related to trying to stop or straighten out repeated billing

Secondary Trait: Self-Expression

In many ways the incidental features of this exercise are more interesting than the primary ones. Because the informative, persuasive elements are routine, it is easy to see why some writers took the opportunity to do more than was really required. A basic division into "rhetorical" and "self-expressive" papers can be made. "Rhetorical" papers are those which accept the problem as stated and basically restrict themselves to the situation. "Self-expressive" papers devote space to revealing feelings either directly in invective and farcical action or indirectly in wit and other verbal cleverness.

Secondary Trait: Self-Expression (continued):

11 = Rhetorical, perfunctory or neutral

These are factual, businesslike papers, which may or may not include conventional politeness. These papers present the facts and are characterized by plain language and the absence of overt clues of active conciliation or hostility.

21 = Rhetorical, conciliatory

These papers are pleasant and understanding. The writers are trying to maintain the goodwill of Mr. Jones and may explain away the error of the company or be very pleasant or even apologetic.

22 = Rhetorical, hostile or strong bargaining

Some of these papers propose vigorous hostile counter-action: calling Better Business Bureau, cancel account, call lawyer, sue. Other "22" papers include nasty remarks or expressions of literal anger. The writers are annoyed, irritated and unjustly accused.

31 = Expressive, witty

Some of these papers offer brief jests or amusing additions, plays on language, funny names, or other symptoms of humor (postscripts indicating fear of freezing). Papers including witty sarcasm or intellectualized anger, depersonalized by clever language, may also be classified in this category.

32 = Expressive, farce and invective

In these papers the weight is on the hostility rather than on the practical action. Farce will be represented in excessive physical acts (punch in the nose - acts from the Three Stooges or other clowns) and other illegal and indecent acts. The threats could be taken seriously, but it would seem safer to assume that it is anger finding expression in the comic strip or farce. Probably in the real world such threats would not be made, but if they were, serious intent would be absent.

NOTE: Technically, even a simple statement of anger should be classified as expressive. However, unless the anger can be associated with farce and invective, for these purposes, such papers are categorized with the strong bargainers of "22."

"Electric Blanket"

Primary Trait Category 1 Responses

Dear Mr. Jones,

The reason I have not paid $14.98 is that I never recieved the electric blanket. If and when I recieve the electric blanket, I will gladly pay you for it.

Sincerely yours
Pat Brown

Category Name		Category Rating
I.	Identification	2
II.A.	Reference Bill	1
B.	Reference Product	3
III.	Directive	3
IV.A.	Reference Initial Order	1
B.	Reference Backorder	1
C.	Reference Repeated Billing	1

(Names and ratings refer to preceding scoring guide)

Secondary Trait Present

Rhetorical, perfunctory or neutral

"Electric Blanket"

Primary Trait Category 1 Responses *(Cont.)*

Pat Brown
10 Elm St.
Staten Island N.Y.

Dear Mr. Jones,

I am writing because of the error made on my account. I never received the Electric blanket cause there wasn't enough in stock, I am waiting patiently for my order to be filled.

Thank you,
Pat Brown

Category Name		Category Rating
I.	Identification	2
II.A.	Reference Bill	1
B.	Reference Product	3
III.	Directive	3
IV.A.	Reference Initial Order	2
B.	Reference Backorder	1
C.	Reference Repeated Billing	1

(Names and ratings refer to preceding scoring guide)

Secondary Trait Present

Rhetorical, perfunctory or neutral

"Electric Blanket"

Primary Trait Category 1 Responses *(Cont.)*

58 South Street
Buffalo N.Y.
Dec. 7, 19 74

Big Mart INC
P.O. Box. 69
Buffalo, N.Y. 14240

Dear Sir;

When you advertised the electric blanket.. I sent the check in with my order of the blanket

Since then I have recived 3 monthy computerized bills for the blanket I alread paid for.

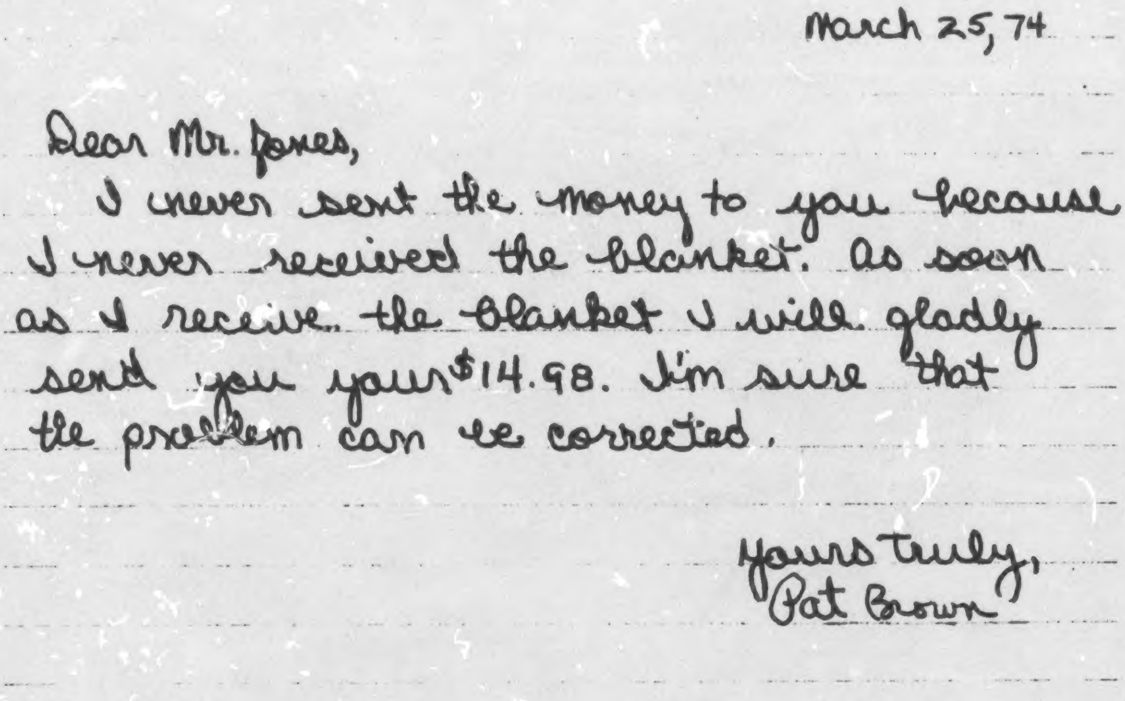
Very truly yours,
Pat Jones
Customer

Category Name		Category Rating
I.	Identification	3
II.A.	Reference Bill	2
B.	Reference Product	2
III.	Directive	1
IV.A.	Reference Initial Order	2
B.	Reference Backorder	1
C.	Reference Repeated Billing	3

(Names and ratings refer to preceding scoring guide)

Secondary Trait Present

Rhetorical, perfunctory or neutral



March 25, 74

Dear Mr. Jones,

I never sent the money to you because I never received the blanket. As soon as I receive the blanket I will gladly sent you your $14.98. I'm sure that the problem can be corrected.

Yours Truly,
Pat Brown

Category Name		Category Rating
I.	Identification	2
II.A.	Reference Bill	1
B.	Reference Product	3
III.	Directive	3
IV.A.	Reference Initial Order	1
B.	Reference Backorder	1
C.	Reference Repeated Billing	1

(Names and ratings refer to preceding scoring guide)

Secondary Trait Present

Rhetorical, perfunctory or neutral

"Electric Blanket"

Primary Trait Category 2 Responses

Dear Sir:

I am writing you this note so that I may inform you that I do not owe you $1498 because I never received the electric blanket which I ordered three months ago. I suppose you will refer my account to your collection service even though I never received what I ordered but did receive a bill. If this is the move which you wil to make, feel free to because I will not be shopping at your store in the future.

Yours truly,
Pat Brown

Category Name		Category Rating
I.	Identification	2
II.A.	Reference Bill	2
B.	Reference Product	3
III.	Directive	2
IV.A.	Reference Initial Order	2
B.	Reference Backorder	1
C.	Reference Repeated Billing	1

(Names and ratings refer to preceding scoring guide)

Secondary Trait Present

Rhetorical, hostile or strong bargaining

"Electric Blanket"

Primary Trait Category 2 Responses (*Cont.*)

Jason Jones
Account Manager September 11, 1973
Big Mart

Dear Sir,

I have just recieved your letter concerning my accout at Big Mart and I would like to report an error in your bill. On June 4, 1973 I ordered an electric blanket for \$14.98. On June 15 I recieved a lette reporting that your blanket supply was tempoarily exhausted but that my order would soon be filled. The blanket never arrived at my home and hence your bill for the \$14.98 is invalid. I hope this situation can be remedied.

Sincerely,
Patricia Brown

Category Name		Category Rating
I.	Identification	2
II.A.	Reference Bill	2
B.	Reference Product	3
III.	Directive	2
IV.A.	Reference Initial Order	3
B.	Reference Backorder	3
C.	Reference Repeated Billing	1

(Names and ratgins refer to preceding scoring guide)

Secondary Trait Present

Rhetorical, perfunctory or neutral

Pat Brown
1813 Hamilton St. N.
Washington D.C.
20018

September 10, 1973

Dear Mr. Jones,

I'm writing you to let you know there has been an error. As you know, I ordered my blanket on June 4, 1973 and I haven't received it yet. I've been receiving your letters and bills every month but haven't received an electric blanket. If you will, would you please look into the matter

Sincerely yours,
Pat Brown

Category Name		Category Rating
I.	Identification	3
II.A.	Reference Bill	2
B.	Reference Product	3
III.	Directive	2
IV.A.	Reference Initial Order	3
B.	Reference Backorder	1
C.	Reference Repeated Billing	3

(Names and ratings refer to preceding scoring guide)

Secondary Trait Present

Rhetorical, perfunctory or neutral

Dear Mr Brown;
I recieved a letter from your
company stating that I owe you
$14.98 for an electric blanket. I am sorry
to inform you of this but I never
received a blanket. I ordered it 3
months ago and I in turn recieved
a letter which said that the
supply was exhausted but that I
would soon recieve my blanket.
I would appreciate it if you
would check your files once more
and I am sure you will find
the mistake in my order.
Sincerely Yours.
Pat Brown

Category Name		Category Rating
I.	Identification	2
II.A.	Reference Bill	2
B.	Reference Product	3
III.	Directive	2
IV.A.	Reference Initial Order	2
B.	Reference Backorder	2
C.	Reference Repeated Billing	1

(Names and ratings refer to preceding scoring guide)

Secondary Trait Present

Rhetorical, perfunctory or neutral

"Electric Blanket"

Primary Trait Category 3 Responses

Dear Mr. Jones,

I'm Refering to the letter or rather the bill you sent me for $14.98. I believe I am being charged for a blanket in which I never received. I hope you will send me the electric blanket that I have ordered nearly three months ago, and then I will be happy to pay this bill.

Sincerely yours,
Pat Brown.

Category Name		Category Rating
I.	Identification	2
II.A.	Reference Bill	2
B.	Reference Product	3
III.	Directive	3
IV.A.	Reference Initial Order	2
B.	Reference Backorder	1
C.	Reference Repeated Billing	1

(Names and ratings refer to preceding scoring guide)

Secondary Trait Present

Rhetorical, perfunctory or neutral

"Electric Blanket"

Primary Trait Category 3 Responses *(Cont.)*

Dear Mr. Jones,

There must be an error on your part because I have NEVER recieved the electric blanket I have been billed for. Every month sence I ordered the product I have been billed but I have never seen the blanket.

Therefore I would ask you to send the electric blanket or stop sending me the bill.

Sencerly yours,
Pat Brown

Category Name		Category Rating
I.	Identification	2
II.A.	Reference Bill	2
B.	Reference Product	3
III.	Directive	3
IV.A.	Reference Initial Order	2
B.	Reference Backorder	1
C.	Reference Repeated Billing	2

(Names and ratings refer to preceding scoring guide)

Secondary Trait Present

Rhetorical, perfunctory or neutral

Sept. 10, 1973

Dear Mr. Jones,

On June 4, 1973, I ordered an electric blanket from Big Mart which retailed at $14.98. On June 15, I received a letter stating that the supply of electric blankets was temporarily exhausted and that my order would be filled shortly. I received a bill for the $14.98 but, as of yet, have received no blanket.

Please check my account #64377 for this information as I will send the appropriate payment on receipt of the electric blanket. Thank you for your cooperation.

Sincerely,
Pat Brown

Category Name		Category Rating
I.	Identification	4
II.A.	Reference Bill	2
B.	Reference Product	3
III.	Directive	3
IV.A.	Reference Initial Order	3
B.	Reference Backorder	3
C.	Reference Repeated Billing	1

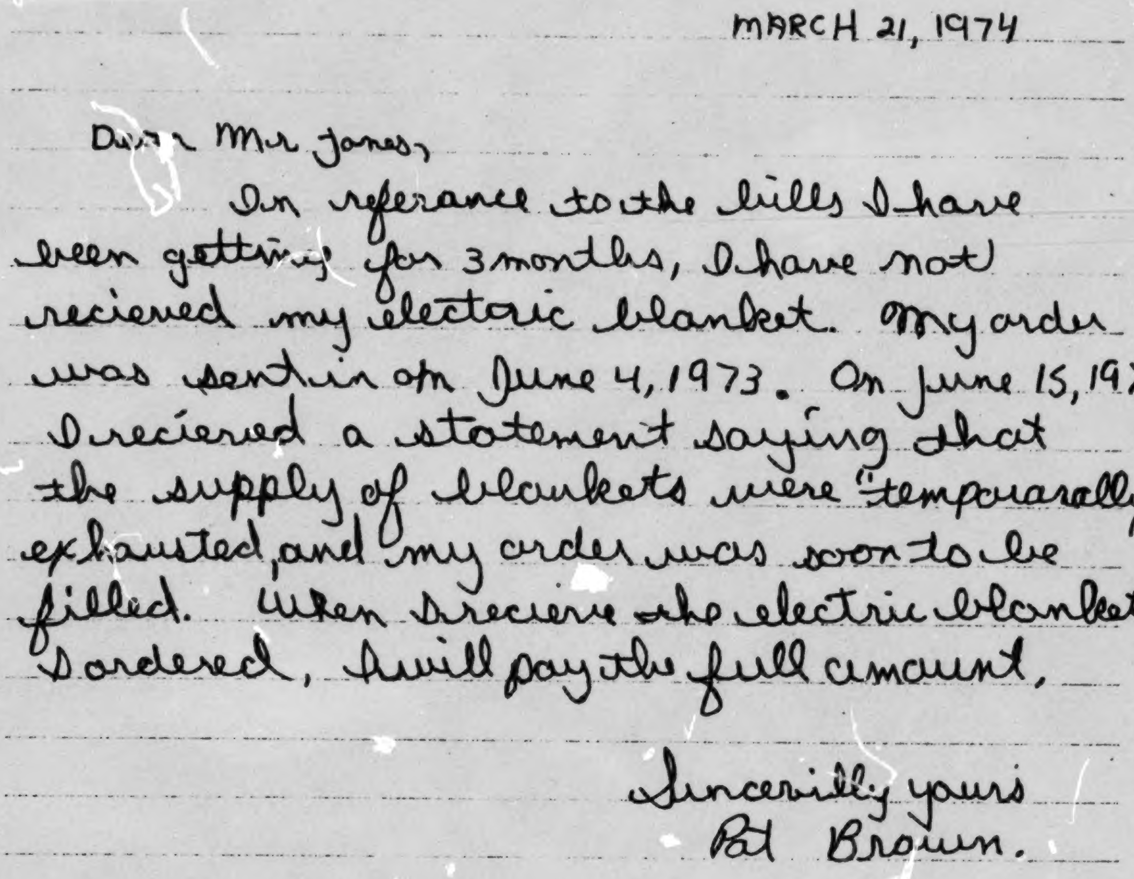
(Names and ratings refer to preceding scoring guide)

Secondary Trait Present

Rhetorical, perfunctory or neutral

"Electric Blanket"

Primary Trait Category 3 Responses *(Cont.)*



MARCH 21, 1974

Dear Mr Jones,

In referance to the bills I have been getting for 3 months, I have not recieved my electric blanket. My order was sent in on June 4, 1973. On June 15, 1973 I recieved a statement saying that the supply of blankets were "temporarally exhausted, and my order was soon to be filled. When I recieve the electric blanket I ordered, I will pay the full amount,

Sincerilly yours
Pat Brown.

Category Name		Category Rating
I.	Identification	2
II.A.	Reference Bill	2
B.	Reference Product	3
III.	Directive	3
IV.A.	Reference Initial Order	3
B.	Reference Backorder	3
C.	Reference Repeated Billing	3

(Names and ratings refer to preceding scoring guide)

Secondary Trait Present

Rhetorical, perfunctory or neutral

September 11, 1973
Pat Brown
717 Elm Avenue

Dear Sir:

In reply to your letter on Sept. 10, 1973, where you stated that my account was unpaid and ask if there was an error — on your part, well there has been one On June 4, 1973 I order an eletric blanket advertised at $14.98. On June 5, 1973 I recieved a letter stating that the supply of electric blankets was temporarily ehausted, but that your company would soon fill my order Since then I have gotten 3 bills for $14.98 and still have not recieved

(Cont.)

"Electric Blanket"

Primary Trait Category 4 Responses *(Cont.)*

the blanket. ~~I~~ this has been the problem and as soon as I recieve my electric blanket I will be more then happy to pay the bill.

Truly yours
Mrs. Pat. Brown

Category Name		Category Rating
I.	Identification	3
II.A.	Reference Bill	3
B.	Reference Product	3
III.	Directive	3
IV.A.	Reference Initial Order	3
B.	Reference Backorder	3
C.	Reference Repeated Billing	3

(Names and ratings refer to preceding scoring guide)

Secondary Trait Present

Rhetorical, perfunctory or neutral

Sept 15, 1978
Account 64377

Dear Mr. Jones

In reference to your letter of September 10, 1978. The electric blanket which I had ordered on June 4, 1978 and was to recieve shortly afterwards, was never recieved by myself. I recieved a litler on June 15, 1978 stating your supply of electric blankets was temprarily exhausted but my order was to be filled shortly. I have never recieved that electric blanket yet I recieve a

(Cont.)

computerized bill for $14.98 every month. I suggest that your stock department check thier records of what has been shipped out and when, or I will contact my lawyer upon arrival of the next bill.

Sincerely
Pat Brown

Category Name		Category Rating
I.	Identification	4
II.A.	Reference Bill	3
B.	Reference Product	3
III.	Directive	3
IV.A.	Reference Initial Order	3
B.	Reference Backorder	3
C.	Reference Repeated Billing	3

(Names and ratings refer to preceding scoring guide)

Secondary Trait Present

Rhetorical, hostile or strong bargaining

Dear Mr Jones:

This letter is written in reply to a letter I recieved on September 10, 1978. The subject of the letter was the $14.98 that has not been paid for account 64377. I do not intend to send you the $ 14.98 until you have recieved the electric blankets and have filled my order which was applied on June 4, 1978.

For the last three months I have been recieving a bill for $14.98 for an electric blanket which I have not recieved. I hope

(Cont.)

"Electric Blanket"

Primary Trait Category 4 Responses *(Cont.)*

that I can recieve this electric blanket which I ordered. If this can be done, I will surely send your Company the $14.98 within ten days. I hope Big Mart can remedy this situation soon.

Sincerly,
Pat Brown

Category Name		Category Rating
I.	Identification	4
II.A.	Reference Bill	3
B.	Reference Product	3
III.	Directive	3
IV.A.	Reference Initial Order	3
B.	Reference Backorder	1
C.	Reference Repeated Billing	3

(Names and ratings refer to preceding scoring guide)

Secondary Trait Present

Rhetorical, perfunctory or neutral

"Electric Blanket"

Primary Trait Category 4 Responses (Cont.)

Dear Mr. Jones,

In reply to your letter sent on September 10, 1978. There does seem to be a problem. On June 4 I ordered a electric blanket, costing $14.98. On June 15 I received a letter saying that supply of the electric blankets was temporarily out, but I would be getting a blanket shortly. I have never received the blanket, but for 3 months I have gotten a bill for $14.98, so if you could either send the blanket and I will pay for it or stop sending the bills. Thank you very much.

Sincerely yours,
Pat Brown
#64377

	Category Name	Category Rating
I.	Identification	4
II.A.	Reference Bill	3
B.	Reference Product	3
III.	Directive	3
IV.A.	Reference Initial Order	3
B.	Reference Backorder	3
C.	Reference Repeated Billing	3

(Names and ratings refer to preceding scoring guide)

Secondary Trait Present

Rhetorical, perfunctory or neutral

202031-1,2d "Poster Calendar"

FREE — THE POSTER CALENDAR OF YOUR CHOICE !!!

Get a beautiful poster calendar free!

Choose either:

1. Famous Rock Group

or

2. Mountains and Stream

Tell me which poster you want. If you ask me for it and tell me your name and address, I will send you your beautiful poster.

Sincerely,

Mary Jones

Mary Jones, Manager
National Book Store

Pretend that your name is Chris Brown and that you live at 37 Elm Street, Gulf, Ohio 76543. On the next page, write a letter to Mary Jones requesting the calendar.

WRITING TASK: Poster Calendar

NAEP #: 0-202031-A1A-12

RHETORICAL MODE: Explanatory - Business

OBJECTIVE: II. Demonstrates ability to write in response to a wide range of societal demands and obligations. Ability is defined to include correctness in usage, punctuation, spelling, and form or convention as appropriate to particular writing tasks, e.g., manuscripts, letters.

SUBOBJECTIVE: B. Business/Vocational

NAEP SCORING: Primary Trait: Explanation through supplying of information in a form required by a situation.

AGE:	9	13
TOTAL TIME IN SECONDS:	407	410
NUMBER OF LINES:	p.1 - 13 p.2 - 10	p.1 - 23

TRAIT SCORING GUIDE
"POSTER CALENDAR"

Rhetorical Mode: Explanatory - Business

Primary Trait: Explanation through supplying of information in a form required by a situation.

Rationale of Primary Trait: The stimulus for this exercise requires respondents to clearly communicate the information necessary to receive the poster calendar of their choice. It also suggests that the response should conform to the conventions of a letter of request. The main issue is will the letter accomplish its purpose -- the receipt of the selected poster calendar. The tone and style of the letter are of lesser importance.

General Scoring Rationale: The main criteria for rating this exercise are the presence and accuracy of the information transmitted. Readers should look for a greeting, the name of the sender, the address of the sender, a request, identification of the poster calendar and a statement of choice.

Scoring Guide Categories:

0 = No response.

1 = Name or address is in some crucial sense incomplete and/or calendar not referred to in any way.

2 = The writer gives name and address and requests or refers to calendar, but does not give a specific choice.

3 = The writer directly requests calendar (i.e., something like "Please send me the free poster calendar"); gives name and address; states choice.

7 = Illegible, illiterate.

8 = Misunderstands the task, writes on another topic.

9 = I don't know.

NOTE: Due to the straightforward nature of the task, this guide did not include a category "4." It was felt that a "3" was sufficient and no further elaboration was necessary.

Also, to maximize reporting capabilities National Assessment categorized the following six pieces of information as present or not present. The four trait categories were derived through data analysis.

A: Greeting/Miss, Mrs., Ms., Mary Jones, To Mary, Manager
National Book Store
B: Name/Chris Brown, Chris, Brown
C: Address/37 Elm Street
Gulf, Ohio 76543
D: Request/Please send me the free poster calendar
E: Refers to calendar or poster or picture
F: States choice

"Poster Calendar"

Primary Trait Category 1 Responses
Age 9

I wont the mountains
and Stream
mary Jones manager

Information Present (see preceding scoring guide)

Makes a request
States choice

Dear Mary Jones
I would like to have the
Mountains and Stream 37 Elm Street
Gulf, Ohio 76543

Information Present (see preceding scoring guide)

Greeting
Address
Makes a request
States choice

"Poster Calendar"

Primary Trait Category 1 Responses *(Cont.)*

Age 13

Mary Jones please sentme
a calinder of Famous Rock Group.
Iwill be glad you did
thank you.

Information Present (see preceding scoring guide)

Greeting
Makes a request
Refers to calendar
States choice

"Poster Calendar"

Primary Trait Category 1 Responses *(Cont.)*

Age 13

Well Mary I think
that I would like
to have both of theme
for my freinds room
or maybe just one
for him. thank you

bey!!!

Sincerely
Chris Brown

Information Present (see preceding scoring guide)

Greeting
Name
Makes a request

"Poster Calendar"

Primary Trait Category 2 Responses

Age 9

Dear Mary Jones My Name is Chris Brown
I Live at 37 ElM Street, Gulf, Ohio 76543.
I am 9 year old am in the-Fourth grade
I would like to have famous Rock Group
And I hope you are find am very
find am a nice sweet little girl

All information present except "refers to calendar" (see preceding scoring guide)

Dear miss jones
I would like the Calander. My
name is chris jones. I live at
37 elm strat Gulf ohio 76543
thank you
Chris J Brown

All information present except "states choice" (see preceding scoring guide)

"Poster Calendar"

Primary Trait Category 2 Responses *(Cont.)*

Age 9

31 Elm St.
Gulf, Ohio
76543

Dear Mary Jones,

I would like the Famous rock group. My address is at the top of the pager. My name is Chris Brown.

Sincerly,
Chris Brown

All information present except "refers to calendar" (see preceding scoring guide)

"Poster Calendar"

Primary Trait Category 2 Responses *(Cont.)*

Age 13

Dear Mary Jones I woyld like the Famous
Rock Group. My name is Chris Brown I live at
37 Elm Street, Gulf Ohio. 76543

37 Elm Street
Gulf Ohio 76543

All information present except "refers to calendar" (see preceding scoring guide)

"Poster Calendar"

Primary Trait Category 2 Responses *(Cont.)*

Age 13

maRy Jones I would Like To Have
THe calendeR FoR THe KicHren To.
Hange on THe wall

CHRis BRown

37 ELm stReet gulf, OHIO
76543.

All information present except "states choice" (see preceding scoring guide)

"Poster Calendar"

Primary Trait Category 4 Responses

Age 9

Dear Mary Jones,

I would like tha Famous Rock Gropp poster please send me the poster my name and ~~[illegible]~~ address is Chris Bropn and I live at 37 Elm Street Gulf Ohio 76543.

Signed

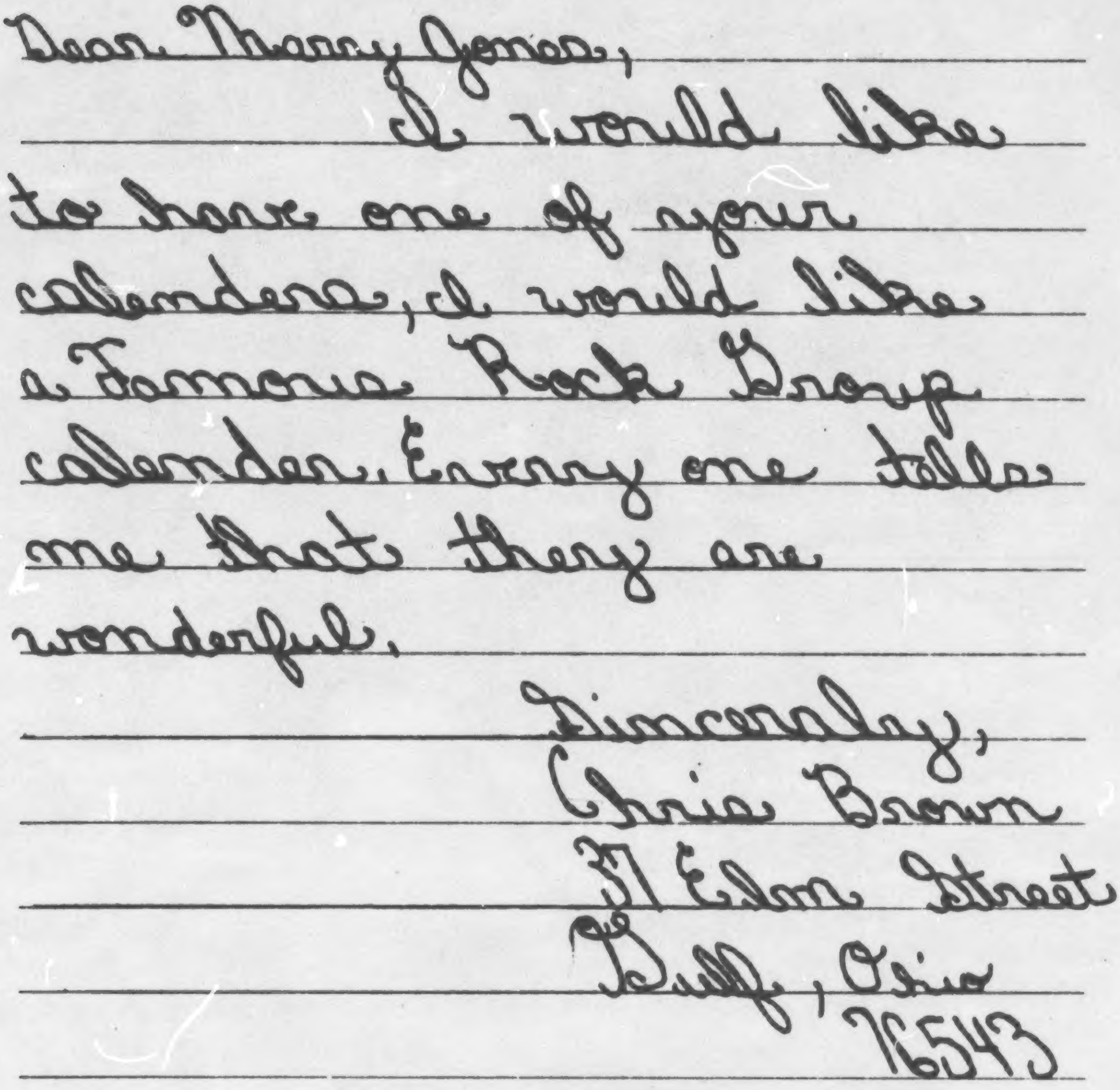
Chris brown

All information present (see preceding scoring guide)

"Poster Calendar"

Primary Trait Category 4 Responses *(Cont.)*

Age 9



Dear Manny Jones,

I would like to have one of your calendars, I would like a Famous Rock Group calendar. Every one tells me that they are wonderful.

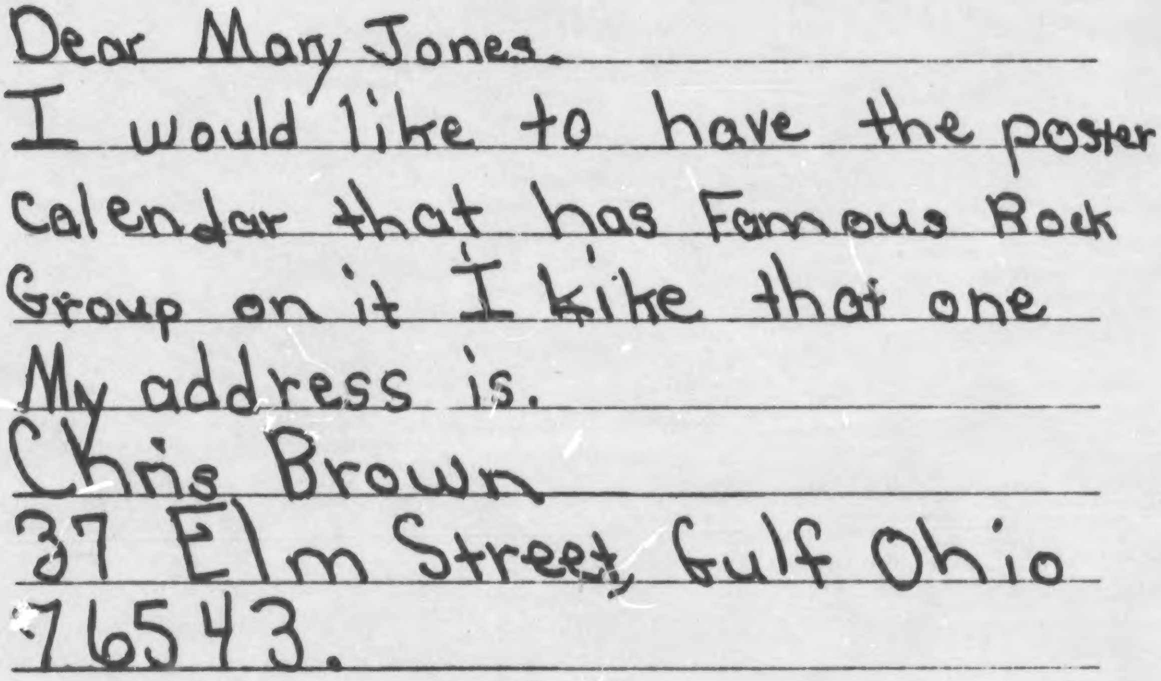
Sincerely,
Chris Brown
37 Elm Street
Duff, Ohio
76543

All information present (see preceding scoring guide)

"Poster Calendar"

Primary Trait Category 4 Responses *(Cont.)*

Age 9



Dear Mary Jones.
I would like to have the poster
calendar that has Famous Rock
Group on it I kike that one
My address is.
Chris Brown
37 Elm Street, Gulf Ohio
76543.

All information present (see preceding scoring guide)

"Poster Calendar"

Primary Trait Category 4 Responses *(Cont.)*

Age 13

37 Elm Street
Gulf, Ohio
October 20, 1978

Mary Jones
National Book store

Dear Ms. Jones,

Please send me one of your free poster calender of mountains and streams. My name and address is

Chris Brown
37 Elm Street
Gulf, Ohio
76543

Thankyou very much
Sincerly,

Chris Brown.

All information present (see preceding scoring guide)

"Poster Calendar"

Primary Trait Category 4 Responses *(Cont.)*

Age 13

Dear Mrs. Jones, 11/1/78

I would like a poster on Mountains and Stream.

My address is:

Chris Brown
37 Elm Street
Gulf, Ohio 76543.

All information present (see preceding scoring guide)

I am Chris Brown and I live at 37 Elm Street, Gulf, Ohio 76543. I would like a poster calender of the famous rock group you had in your advertisement.

Chris Brown

All information present except "greeting" (see preceding scoring guide)

"Poster Calendar"

Primary Trait Category 4 Responses *(Cont.)*

Age 13

Dear Mrs Jones,

I would like you to send me the poster of a famous rock group. My name is Chris Brown.

Sincerely
Chris Brown
37 Elm st.
Gulf, Ohio 70543

P.S. Thank you for such a great offer!

All information present (see preceding scoring guide)

203012-2,3 "Describe Something"

Everybody knows of something that is worth talking about. Maybe you know about a famous building like the Empire State Building in New York City or something like the Golden Gate Bridge in San Francisco. Or you might know a lot about the Mormon Tabernacle in Salt Lake City or the new sports stadium in Atlanta or St. Louis. Or you might be familiar with something from nature, like Niagara Falls, a gigantic wheat field, a grove of orange trees, or a part of a wide, muddy river like the Mississippi.

There is probably something you can describe. Choose something you know about. It may be something from around where you live, or something you have seen while traveling, or something you have studied in school. Think about it for a while and then write a description of what it looks like so that it could be recognized by someone who has read your description.

Name what you are describing and try to use your best writing.

____

____

____

____

WRITING TASK: Describe Something

NAEP #: 0-203012-13A-23

RHETORICAL MODE: Explanatory - Descriptive

OBJECTIVE: II. Demonstrates ability to write in response to a wide range of societal demands and obligations. Ability is defined to include correctness in usage, punctuation, spelling, and form or convention as appropriate to particular writing tasks, e.g., manuscripts, letters.

SUBOBJECTIVE: C. Scholastic

NAEP SCORING: Holistic

Paragraph Coherence

Syntax (Sentence Types) and Mechanics

AGE:	13	17
TOTAL TIME IN SECONDS:	1566	1563
NUMBER OF LINES:	p.1 - 4 p.2 - 25 p.3 - 22	p.1 - 4 p.2 - 25 p.3 - 22

HOLISTIC SCORING GUIDE
"DESCRIBE SOMETHING"
AGE 13

Score Point Categories:

Score of 4

These papers choose a single object and describe it with concrete, clear language. They contain considerable detail and substance, originality of language, and some sense of structure. There may be a few minor mechanical problems. They will often have focus.

Score of 3

These papers choose a single object and describe it clearly, though with less detail, originality, or focus than the 4 papers. There may be little sense of organization, but the object should be individualized and mechanical problems should be relatively minor (unless the paper is very strong).

Score of 2

These papers do describe something but are thin, general, and often very short and/or confused.

Score of 1

Papers scored as 1 are very brief, non-descriptive, and confused. They contain serious errors in syntax, diction, and mechanics.

Score of 0

No-response papers should be given to the Table Leader for scoring.

HOLISTIC SCORING GUIDE
"DESCRIBE SOMETHING"
AGE 17

Score Point Categories:

Score of 4

These papers choose a single object and describe it with concrete, clear language. They contain considerable detail and substance, written with a clear sense of structure and originality. There may be a few minor mechanical problems.

Score of 3

These papers usually choose a single subject and describe it clearly, though with less detail, originality, or focus than the 4 papers. A mere listing of details, however, with no clear organization or purpose should ordinarily be scored in the bottom half. The subject should be individualized, an organizing pattern should be evident, and mechanical problems should be relatively minor.

Score of 2

These papers do describe something or someone but tend to be mere lists of details. They are often thin, loosely organized, and clichéd.

Score of 1

These papers tend to be very brief and confused, often with many errors in syntax, diction, and mechanics.

Score of 0

No-response papers should be given to the Table leader for scoring.

NOTE: An unusually fluent paper may be raised a point for fluency; a distressingly faulty paper may be lowered a point for mechanics.

PARAGRAPH COHERENCE SCORING GUIDE
(Developed for the 1973-74 Writing Assessment)
"DESCRIBE SOMETHING"

Paragraph Level Scores

1. Paragraph Used--The paragraph is visually discernible but is neither coherent nor developed. The writer indented, skipped a line, or stopped in the middle of the line and started back at the margin.

2. Paragraph Coherent--The sentences are linked using transitions and/or other cohesive devices. The ideas are ordered and their relationship to each other is clear but the paragraph is in some sense underdeveloped. This category also includes paragraphs that are overdeveloped; that is, the writer incorporated at least two coherent paragraphs into one.

3. Paragraph Developed--The paragraph has an expressed or an implied topic which identifies and limits the main area of concern. Every sentence in the paragraph adds to or explains something about the main topic in a systematic manner.

NOTE: Papers that are illegible, copies of the stem, or lists of spelling words are designated as such and receive no further scoring.

SYNTAX (SENTENCE TYPES) and MECHANICS
SCORING GUIDE OUTLINE
(Developed for the 1973-74 Writing Assessment)
"DESCRIBE SOMETHING"

I. Sentence Level Syntax Categories

Description of Sentence Types

1. Minor sentence (correct fragment)--A word group used in dialogue, for emphasis, or as an exclamation that is not an independent clause.
2. Simple--A sentence that contains a subject and a verb. It may also have an object or a subject complement.
3. Simple with phrase--A simple sentence that contains a prepositional, infinitive, gerund and/or participial phrase. Sentences containing appositives, nominative absolutes, and verbals were also scored in this category.
4. Compound--A sentence containing two or more simple sentences joined by something other than a comma.
5. Compound with phrase--A compound sentence containing at least one phrase in one of the independent clauses.
6. Complex (and compound-complex)--A sentence containing at least one independent clause and one dependent clause.
7. Complex (and compound-complex) with phrase--A sentence containing at least one independent clause, one dependent clause, and one phrase.

II. Sentence Level Mechanics Categories

A. Sentence Types with Punctuation Errors (sentences that do not fall into any of the syntax categories.)

1. Run-on Sentence

   a. Fused--A sentence containing two or more independent clauses with no punctuation or conjunction separating them.

   b. On and on--A sentence consisting of four or more independent clauses strung together with conjunctions.

   c. Comma splice--A sentence containing two or more independent clauses separated by a comma instead of a semicolon or a coordinating conjunction.

2. Incorrect fragment--Any word group, other than an independent clause, that is written and punctuated as a sentence.

NOTE: The scoring of T-unit constituents makes it possible for some of the preceding sentence types to be derived through data analysis.

B. Faulty Sentence Construction (These scores are in addition to the sentence types.)

1. Agreement Error--A sentence is scored for an agreement error if at least one of the following is present: subject/verb do not agree, pronoun/antecedent do not agree, noun/modifier do not agree, subject/object pronoun misused, and/or verb tense shifts.

2. Awkward Sentence--A sentence is scored awkward if at least one of the following problems is present: faulty subordination, unclear pronoun referent, misplaced modifier, omitted or extra word, faulty coordination, mixed or illogical construction, and/or split construction.

III. Punctuation Errors--Every error of commission and error of ommission is scored for commas, dashes, quotation marks, semicolons, apostrophes, and end marks. The most informal rules of usage are used with the writer receiving the benefit of any doubt.

IV. Word Level Mechanics Categories

A. Word Choice

1. Structure word error--The writer needed a preposiiton or conjunction but used the wrong one.

2. Other word choice error--This category includes using a form word (noun, verb, adjective, or adverb) that is off by some shade of meaning, using the wrong principle part of a verb, and attempting a verb, adjective, or adverb form that is nonexistent or unacceptable.

B. Spelling

1. Reversal--This category includes situations where a letter is written backwards or upside down.

2. Plurals--The plural is incorrectly formed or is not formed at all. (The reader must be certain the situation is not an agreement problem.)

3. Phonetic attempt--The spelling reflects the correct pronunciation of the word. Homonym confusion is included in this category.

4. Other spelling errors--This category includes word division errors at the end of a line, two words written as one, one word written as two, superfluous plurals, groups of distinguishable letters that do not make a legitimate word, and groups of distinguishable letters that do not reflect the correct pronunciation of the desired word.

C. Capitalization--A word is given a capitalization error score if the first word in a sentence is not capitalized, if a proper noun or adjective within a sentence is not capitalized, and if the pronoun "I" is not capitalized.

The mechanics scoring was designed to allow the writer as much flexibility as possible under existing rules of correct writing; consequently, any time two authorities on mechanics disagreed, the most informal intrepretation was used.

"Describe Something"

Holistic Category 1 Responses

Age 13

apartments - They are being built by Emmons field in Ashland. They look by the layout that they are going to be sumwhat looking like strathmoore apartments

New York Empire state Buiding is the bigest buiding in new york City New York is the Best state in Town.

"Describe Something"

Holistic Category 1 Responses *(Cont.)*

Age 13

I saw some oile wells in
Kansa state.
Here in Erie, about a year ago
they had a flood.
They have good schools too.
They got a nice creek back
of town.
They got caves too.
This is alobout Erie.
Eries got a race way
up the road, about two and
half miles from town.
Did you know that I
saw three hundred snakes one
time in Mo.
I was scared.
We lived I Mo. for two
years.
I had lots of fun there.
My Uncle Kenny told me
that water runs up
by the equitor

"Describe Something"

Holistic Category 1 Responses (Cont.)

Age 13

a boynearby said that he allready went to Mormon tobernacle And then he said that is a tasty place to go and he said Iamgo over there next year. and he said next two year I'll go to St. luis to sports stadium

"Describe Something"

Holistic Category 2 Responses

Age 13

I have seen the boats out on the Flathead Lake. There was lots of sail boats on the blue water they look so pretty. I have seen the mountains all covered with snow for people to ski and go sled riding. There is so much snow on the mountains for men to go hunting and to do what they want.

The thing I am going to describe what are house look like where we yust to live. It was a trailer it was nice we had a garage with it we lived in the country. The trees were nice and the grass was green and the flowers were pretty. We had to move because are trailer was getting to small.

"Describe Something"

Holistic Category 2 Responses *(Cont.)*

Age 13

The Missouri River

The Missouri River is a very large river. My family and I went on a trip to the river. it has lots of cabins, and most of them stick out into the water. They have many camping resorts around the river. And they have a lot of places where you can swim. We had a lot of fun.

Shea Statium-it is a place of sports like football and baseball. It's like a round bowl with seats around the statium and about 25 rows of seats. In baseball, over there there is an infield and an outfield about 390 feet long. In the outfield football is played. After each season, whether it is football or baseball, they change the field for that sport

"Describe Something"

Holistic Category 3 Responses

Age 13

By the Canadian border in Niagra Falls is a marina museum. When you park in the parking lot you can see across the border and Canada. When you are coming up the walk the 3 porpoises in stone are ornamently the path. Outside under the trees are all lot of sculpted figures made out of metal. As you go inside there as at all places is a lady waiting to relieve you of your money. After you pay her you proceed on and look in all these tanks of rare fish. Such as a pink whale and sponges and many other speciments they have. After you are finished looking around downstairs you make to go upstairs. There just before the stairs is a huge tank of water with 3 dolphins in it. 2 females and 1 male. Then you go upstairs and look around. If you are hungry you can stop buy something to eat and sit down At certain times over the loudspeaker They call people to come and view the dolphin act. When we get there the people are just coming out to play with the dolphins. They do all sorts of tricks

(Cont.)

"Describe Something"

Holistic Category 3 Responses *(Cont.)*

Age 13

Such as the man throws hoops out and the
dolphin retrieves them and brings them back
His reward some fish Then the man gets up
in a bucket and holds up some fish. The
dolphin jumps and eats it The they
throw hoops up to the audience and the
dolphins jump and get that too Then
the bring out a seal and that too does
tricks. The show is over. You can look around
more if you want. As you are coming
out there is a glass counter of souviners.
You can stop here if you want to buy
something Your trip is over!

"Describe Something"

Holistic Category 3 Responses *(Cont.)*

Age 13

I have seen the Rocky Mountains. The Rocky Mountains were very big with clouds over top of mountains and lots of snow on them. While we were driving we saw many ski slopes, some were closed and other were open with many people on them. We saw many racks of ski's and boots. There were many chair lifts and Gondola's filled with people going up and down and down the slopes. There were many trees on the slopes with slopes cut threw them. We went by many streams and springs running down the mountains.

(Cont.)

"Describe Something"

Holistic Category 3 Responses *(Cont.)*

Age 13

There were many people out skating around on frozen ponds and lakes many were playing hokey. There were also many people out sleding on the snow. We saw lots of wildlife

"Describe Something"

Holistic Category 3 Responses *(Cont.)*

Age 13

There is a baseball park where I live. It has warm up pen in the front & a little play ground for the little kids & the stands are right there too. A little bit to the right there's the bathroom & snack area & in back of it there is the supply room. Way out in center field is the score board. Behind home base is the annoucing tower. There's flags around the park with all baseball teams on it & the U.S. flag stands right behind rightfeild & on the left theres a parking lot & theres a drinking fountain in back of the annoucing tower. The place is fenced in all they around.

"Describe Something"

Holistic Category 3 Responses *(Cont.)*

Age 13

Mentethe Creek - Mentethe is a small creek near my House. It has many rocks and a fall. Near Mentethe there is a place called Mentethe Point. There are quite a few houses there which are mostly summer cottages.

If you are traveling to see Mentethe all you have to do is go down West Lake road keep going past Wells Curtice till you see the creek. It goes right under the road and on into CANANDAIGUA lake.

The creek is a very nice place and

(Cont.)

"Describe Something"

Holistic Category 3 Responses *(Cont.)*

Age 13

I go thare a lot to catch minnows, and other small creatures. My fathar and I go thare to go smalt fishing.

I love the creek vary much, And I do not Know what I'd do without it.

"Describe Something"

Holistic Category 4 Responses

Age 13

I am going to discribe our church. It is a white building and stands on a hillside nestled in the trees of Appalachia. It is white and made of stone. The belfry is about 7' tall. There are two bridges leading to it. One is a car bridge and the other is a swinging bridge. In the spring there are wildflowers growing all around. The lusious green of the forest makes an amazing contrast with the white of the church.

In the summer the burnt grass and green brown of the forest blend together to form a very pretty surrounding for the building.

In the fall the multicolored leaves of the forest help to give off a more colorful version of the background. As you sit in the church and look out the windows you

(Cont.)

"Describe Something"

Holistic Category 4 Responses *(Cont.)*

Age 13

see a very astonishing splash of color all around.

In the winter, the church seems to be made of snow. As you are driving by you can see the blue lights reflecting on the snow and you can hear the choir practising their Christmas carols. But no matter what the season, if you see the church, you are proud to say you go there.

Age 13

In Florida the sand looks like salt. It is very fluffy and white. I have never seen anywhere where sand looks this way.

The water is beautiful, too. There are three different colors in it. When you first walk into the water it is clear as glass. Then you go a little futher and the water get's green. Soon the water gets very, dark blue. The water is so clean all the way through that you can see little fish swimming around and lot's of seashells.

On the beach there were sand crabs. They were white and would only come out at night. On

(Cont.)

"Describe Something"

Holistic Category 4 Responses *(Cont.)*

Age 13

the morning you could see
all kinds of tiny footprints on
the sand where they had walked.
There were also quite a few
starfish and tiny hermit crabs.
Sometimes when you went
past the sandbar, crabs would
pinch your feet.

"Describe Something"

Holistic Category 4 Responses *(Cont.)*

Age 13

My house in the country, which looks so peaceful. It is a small wooden house and green in color. I always thought the color was odd. But now I know it was meant to be that color. It matches the fields of greenish-yellowish wheat, not yet ripe, the big oaks and pecan's trees that provide shade on sunny days. But out of all the things that the country has I enjoy the peacefulness most. Very seldom cars past and when they do its exciting to watch them go by. This wide open space isn't as polluted as most other places are. You also have more privacy to do what you want and to get a chance to live a life of your own. Freedom is another thing they have where I live. Oh sure, Theres

(Cont.)

freedom in other places too. But this freedom is way different than any other kind I know of and I love it. There are also wild animals you can try to tame if you have the heart to. Many people go hunting in the fields by my house. Their guns shatter the stillness and peace that was once there. Why can't they leave nature alone if their not trying to help it? I wouldn't be surprised if someday there won't be any wildlife left. Animals have just as much right to live as humans do.

Well, there are people who love their own things. I'm proud of my home and hope we never move and if we do I hope it's just like this one.

"Describe Something"

Holistic Category 1 Responses

Age 17

a large tall building that I've seen In Nashville Tenn, you can go to the top of the building and look over the entire City. This is a very exciting building to see.

IN ST. Augustine Florida, The oldest city in Florida, Huge Fort were the people long time ago Fought it, canyons, rooms and prison. The little town similizing the old city, place were cigars are made, Courthouse, post office, jail and many more. Old graveyard back in the 1800's, musem and the foundtian of youth discoverd by Pounce DE Leon.

Age 17

alarge buliding downtown
it has the shape of a
pyramid, you can see it just
about anywhere in San Francisco
just look towards the bay bridge
you shouldn't miss it.

---

a great grove of orang Trees with lots of range fruit, in
a very mild climate. a very huge area covered
with thousands of trees well Tended and very green
with lots of fruits around The Trees are Trenches
for irrigation. There are many people working
in The grove Trying to pick The fruit for
market. The fruit is picked and packed in
crates and boxes and are loaded on big Trucks
to Take Them to market.

"Describe Something"

Holistic Category 2 Responses

Age 17

I have never been to the Statue of Liberty but I have see pictures of it and know a little bit about it. The Statue of Liberty depicts a woman wearing a long robe and a crown. In her left hand is a Bible and in her right is a torch. She is roughly 350 ft. tall and stands on a small island just outside of New York city. There is a staircase inside of her in which you can climb to the top of her crown and look out over the city.

"Describe Something"

Holistic Category 2 Responses *(Cont.)*

Age 17

I am describing to you, what Hawaii looks like. Hawaii has many pineapple and flower orchards. The island is very beautiful with many volcanoes. The weather is nice and warm. the people dress very casually. Its almost alway sunny and warm out. there are many beautiful trees and places of interest to visit. Hawaii has many very big mountains, which you can climb. the standard of living there is very high. Most of The people live in shacks because a house is very very expensive. the ocean water is a very true blue and I have never seen anything like it. the waves are very big and they knock you over. the people

(Cont.)

"Describe Something"

Holistic Category 2 Responses *(Cont.)*

Age 17

there Are very friendly And if they know that you Are from the mainland they become super nice. All in All HAWAii is the most nicest And prettist Island I have ever gone to.

"Describe Something"

Holistic Category 2 Responses *(Cont.)*

Age 17

I am describing Watkins Glen in New York. It is beautiful to look at, high stone walls, and a stream to fish from It doesn't have very many trees, just a few bushes. When you walk through it you feel like you're walking in a crik that has no roof. There are tunnels to explore and little animals, like rabbits and things to watch. The stones walls of the glen are very pretty and very high. The whole Glen is just beautiful.

"Describe Something"

Holistic Category 2 Responses *(Cont.)*

Age 17

Niagra Fall

One summer my family and I took a trip up north to see our oldest sister. She live in Cleveland, Ohio. One Sunday moring we got up early and we left for Niagra Fall we went through part of New york. When we made it there it was so lovely the grass were green the pretty flowers were all different coler. The fall were so pretty the water were light green and it look like the water were falling in a large hole we took picture of the water we get post card to send to friend back home. There were native trail there were museum one with the presidents There were one thing with animal and fish. We saw baby monkey the biggest turtle I have ever seen. There were little fish big one small and other I don't know the name of It's a wonderful place to be at in the summertime

"Describe Something"

Holistic Category 3 Responses

Age 17

The view of Phoenix from the top of Camelback Mountain is quite breath-taking. After climbing Camelback it is a pleasure to sit down on a rock and look around you. The entire city of Phoenix is layed out before you, and there is a great deal to be layed out. By the cluster of lights you can tell where the main streets are and how much traffic there is down those streets. The lights are rather like a blueprint of Phoenix, you can see plainly how the city is layed out in square blocks. It is a beautiful sight to see all those lights bursting out at you. They go on as far as the eyes can see or until they are stopped by the presence of another mountain. Sitting on Camelback with all the lights below you is like a Queen sitting on her throne with all her jewelry on the floor below her.

"Describe Something"

Holistic Category 3 Responses *(Cont.)*

Age 17

(The Grand Canyon) It is a huge canyon in Arizona that is a hundred feet deep and in some places, a mile wide. It was made by a river that runs through the bottom of it. It is considered one of the seven wonders of the world. Many tourists from different countries come to see this marvel of nature. The canyon is made up of many layers of rock that forms a multicolored pattern through out the canyon. Anyone who goes to see it gets a panoramic view because of its great size.

Many who go to see this often take pictures of it and send them to relatives. Many pictures of this are seen on postcards. It has been made into a park and it costs to get in.

"Describe Something"

Holistic Category 3 Responses *(Cont.)*

Age 17

Ill try to describe falling off of a motorcycle.

The shock of the situation comes when you realize that you lost control of the bike. Then, as youre sailing through the air, Time slows down so it is possible to think about how to fall so you won't get hurt. Then you wonder if you are going to get hurt at all. The last thing that goes through your head is "here goes" and then you'll come down with tremendous force and you try to roll so you won't break any bones. When you stop rolling, the wind is knocked out of you, and you wonder if youre ok. Then you wonder how you got into this mess. And its all over, you didn't even get a scratch.

My favorite spot in Oregon is Lost Lake, near Mnt Hood. It is a very beautiful area with alot of birds & animals. It is a camping sight with a very big lake. There are no motor boats permitted on the lake so it is almost totally unpolluted. The fishing is very good there, but there is no hunting permitted. On a really nice day, when your fishing out in the middle of the lake, there is the most beautiful view of Mnt Hood. It's almost like you could reach out & touch it.

If your not the camper type, there is also a lodge up in the main area of the sight that recieves guests that want to stay just a day or two & fish.

There is always so much to do when you go there; hiking, fishing, swimming, or just taking a short walk around camp.

I think the best part about Lost Lake,

(Cont.)

is that its really not too far from Portland, but when you get there you feel like its the only place in the world because its so high up & there isn't always alot of people there. During the vacation season when there are quite a few people there, you still have alot of privacy because your own individual campsite is set back far enough so that no one can really tell if your there.

"Describe Something"

Holistic Category 4 Responses

Age 17

The Empire State Building in New York City is indeed a site to behold. Upon first entering the city, the E.S.B looks as if it stands in the middle of nowhere, because it is so tall. Actually, it is in the heart of the city and is surrounded by buildings fifteen and twenty stories tall. The building itself takes up a whole city block at the base and tapers to an observation room about fifty feet in diameter. It stands some 1,250 feet high (including the television tower mounted on top) and contains one-hundred and two stories. Inside the building are many office buildings since it is my understanding that ~~my~~ 30,000 people work the building is serviced by many elevators, which travel at a speed of about 600 ft. per minute. One set of elevators takes people from the ground to the sixtieth floor, another set runs from the sixtieth to the 80th floor

(Cont.)

"Describe Something"

Holistic Category 4 Responses *(Cont.)*

Age 17

observatory, and a single elevator runs from foe to the 102nd floor observatory.

The site one beholds from either observatory is a magnificent one. Central Park, the U.N., the Chrysler building, the East River, the Hudson, and the Statue of Liberty are just a small few of the sites you can see. It is said that on a clear day you can see for forty miles.

Yes, the Empire State Building is a wonderous site and is one of America's most visited places.

"Describe Something"

Holistic Category 4 Responses *(Cont.)*

Age 17

It gleams in the night and sparkle in the daytime. A thousand expressway lights reflect themselves in a pool of metallic white as the body moves speedily down the concrete path. At the slower speeds of the city streets, the two ton machine moves with all the beauty and grace of a ballet dancer - turning, stopping and starting again at the least command. Its beauty lies in its simplicity. Straight lines and circles compose its elegance. Round headlights illuminate the dusk-laden streets, circular taillights remind the pedestrian of its passing. Sharp angles remind one of a box with a still smaller box alighted on it, which comes along for a smooth ride. A rich, deep red interior of vinyl seats and plush carpet wakes one up to the

(Cont.)

"Describe Something"

Holistic Category 4 Responses *(Cont.)*

Age 17

joy of living and makes the passenger forget the dull grays and drab greens of the outside.

This, to me, is my car, a 1965 Ford Custom Sedan.

"Describe Something"

Holistic Category 4 Responses *(Cont.)*

Age 17

Being an avid fishsman I have fished in a great many places but one area stands out in my mind. It is really not a well-known landmark, and most people have never heard of it but to me it is a home away from home. The place I am describing is in New Jersey and I have accumulated a great many memories and exiting adventures. I guess what actually keeps me going to this place every year is the fish which consist mainly of striped bass. It was on this out-of-the way beach that I caught my first bass when I was 10 yrs. old. I am 17 yrs old now and last summer I found I was attracted to more than the fishing; - you guessed it - a girl. She was more beautiful in her bikini than any bass I ever caught, and althougth I spend most of my summer on the beach with my girl-friend I still manage to wet a line now and then. I suppose that when your a sportsman you never die but just fade away. It is really something to look foward to - fishing on my beach, that is. I call it my beach because except for my girl there is nobody else there - and that is what I like - privacy. The thrill of seeing the sun rise in the morning over the water is truly a beautiful sight no matter how

(Cont.)

many times you have seen it. The waves beating against the rocks of the Jetty toss a spray of cool salt-water that you really welcome on a hot August afternoon. But whether I have my hands around my girl or my fishing rod I enjoy every moment of the summer on this beach. Sometimes I don't even go home, I sleep on the beach with the sky as my roof. Not everyone has this chance but I urge them to try it if you can. You will not regret it. It gives you a chance to get familiar with other people, nature and yourself!

"Describe Something"

Holistic Category 4 Responses *(Cont.)*

Age 17

The kindergarten room at Pine Crest looked as if it had seen a very restless morning. Chairs were tipped over instead of standing erect like they should have been. The tables were splotched with an array of crayon and pencil marks. Bits of paper cluttered the cubbyholes of the tables. Strewn about the room were toys, crayons, pieces of paper, and boxes. The sink was surrounded by a moat of water and soggy paper towels. The counter along the window was covered with scissors, paste, and construction paper. Along one end of the counter a disfigured jack-o-lantern sat peering across the room where six chairs stood in a circle. Each chair was draped with a picture of a painting. The bright colors from the paintings dressed the chairs gayly. Each of the four easels were covered with a Kaladiscope of colors received from great

(Cont.)

"Describe Something"

Holistic Category 4 Responses *(Cont.)*

artists-to-be. Some of the paint was still wet and dripping slowly down the easels. The only sound to be heard was the rhythmic ticking of the clock. Besides that, the room stood still while waiting for her rambunctious tenants to return from lunch.

303030-1,2,3 Statements About Writing/Background

On this and on the next page are statements about writing. There are no right or wrong answers to these statements. Please indicate how much you agree or disagree with each statement by filling in the oval under the appropriate response. While some of the statements may seem repetitious, take your time and try to be as honest as possible.

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
A.	I like to write down my ideas.	○	○	○	○	○
B.	I am no good at writing.	○	○	○	○	○
C.	Expressing ideas through writing seems to be a waste of time.	○	○	○	○	○
D.	People seem to enjoy what I write.	○	○	○	○	○
E.	I expect to do poorly in composition classes before I take them.	○	○	○	○	○
F.	I look forward to writing down my ideas.	○	○	○	○	○

303030-1,2,3 Statements About Writing/Background

(Continued)

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
G.	I write for other reasons besides school.	○	○	○	○	○
H.	When I hand in a composition, I know I'm going to do poorly.	○	○	○	○	○
I.	I enjoy writing.	○	○	○	○	○
J.	I am afraid of writing essays when I know they will be evaluated.	○	○	○	○	○
K.	I feel confident in my ability to clearly express my ideas in writing.	○	○	○	○	○
L.	I avoid writing.	○	○	○	○	○

WRITING TASK: Attitude Questions About Writing

NAEP #: 0-303030-A1A-123

OBJECTIVE: III. Indicates the importance attached to writing skills.

SUBOBJECTIVE: C. Gets satisfaction, even enjoyment, from having written something well.

NAEP SCORING: Multiple Choice/Machine

AGE:	9	13	17
TOTAL TIME IN SECONDS:	211	144	136

401010-1 "Bill's Coat," "Rope," "Magician"

Below are some sets of short sentences. Each set can be improved by combining the given sentences into one sentence that says the same thing. For example, if the sentences were:

A cat chased the ball.
The cat was big.
It was gray.

You could write:

A big gray cat chased the ball.

After you hear each set read aloud, read the sentences silently to yourself and figure out a way to combine them into one sentence. Be sure your sentence has the same meaning as the sentences in the given set. Then write your sentence on the lines. The first two sets of sentences to be combined are located on the next page.

401010-1 "Bill's Coat," "Rope," "Magician"

(Continued)

A. Bill's coat was in the closet.

The coat was new.

It was leather.

B. A rope was the clue to the mystery.

The rope was twisted.

The rope was hanging from a tree branch.

C. John knows a magician.

The magician is clever.

The magician can make an elephant disappear.

WRITING TASK: Bill's Coat, Rope, Magician

NAEP #: 0-401010-A1A-1

NAEP SCORING: Sentence Combining/Open Ended

AGE: 9

TOTAL TIME IN SECONDS: 415

NUMBER OF LINES: Coat-3, Rope-3, Magician-5

401010-1

SENTENCE COMBINING SCORING GUIDE
"BILL'S COAT, ROPE, MAGICIAN"

A score of "1" in Number of T-units, Description of Lexical Content, and Syntax indicates the respondent successfully completed the task.

Number of T-Units

1 = All one T-Unit.
2 = Two T-Units.
3 = Three T-Units.
4 = Four or more T-Units.
5 = 0 T-Units -- fragments that are sufficiently developed to continue scoring.

Description of Lexical Content

1 = No addition to or omission of given content (ignore synonymous substitutions).
2 = Some content added.
3 = Some content omitted.
4 = Some content added and some omitted.

The following nouns, verbs, and adjectives, or synonymous substitutes, are considered essential to this exercise:

Part A

Bill's coat
was
in the closet
new
leather

Part B

rope
clue
mystery
twisted
hanging
tree/branch
was

Part C

John
knows
magician
clever
can make/makes
an elephant/elephants
disappear

Syntax

1 = Synonymous with given sentences -- including invented logical, syntactical relationships that are not prohibited by the given sentences.

2 = Alteration of given syntactic relations.

3 = Ambiguous -- based solely on the rules governing ambiguities.

A misplaced modifier is scored as an ambiguity when more than one noun could be legitimately modified by the phrase or clause.

4 = Ineptitudes (awkward and inappropriate constructions).

Writer carried two structural parts from the original sentence to the combined sentence but failed to conjoin them.
Example: The rope that was limp hung from the tree branch was a clue to the mystery.

The modification or logical relationship seemingly intended in a sentence does not make sense.
Example: The clever magician can make an elephant disappear known by John.

Faulty parallelism -- an attempt to parallel but implementation poor. Not formally or grammatically implemented or formally and grammatically in order but semantically inappropriate - ideas are illogically combined.

Agreement errors -- subject-verb agreement, a/an confusion.

Illogical connection -- misuse of conjunctive words. Dangling modifiers are scored inept when you know, using common sense, which noun the clause or phrase was intended to modify but the resulting sentence is awkward.
Example: Bill's coat was in the closet which was new and leather.

Other dysfunctional constructions -- content words are omitted resulting in an awkward sentence.

Inversions

1 = Active/passive constructions, clefts and expletives ("There," "It" constructions) - absent.

2 = Active/passive constructions, clefts and expletives ("There," "It" constructions) - present.

Description of Combining Strategies

Adjectival Embeddings

11 = Pre-noun modifiers (words or hyphenated phrases).
12 = Post-noun modifying words and phrases (includes adjective prepositional phrases and appositions).
13 = Post-noun relative clauses.
14 = Post-noun nonreduced relative clauses.

Nominal Embeddings

21 = "One-word" (uncomplemented) gerunds or infinitives.
22 = Nominal phrases (gerunds or infinitives).
23 = Nominal clauses (fact "that" or question clauses).

Adverbial Embeddings

31 = Single-word adverbs and adverbial prepositional phrases.
32 = Verbal phrases (infinitive phrases, gerundives following time, manner, etc.).
33 = Adverbial clauses (place, time, manner, reason, purpose, condition, concession, etc.).

Conjunctions

41 = Conjoined verbs, predicate phrases, noun phrases.
42 = Participial conjunctions, nominative absolutes.
43 = Coordinate compounding (any instance of two or more T-Units compounded by coordinating conjunctions and, plus, for, but, yet, etc.).
44 = Conjunctive adverbial compounding (any instance of two or more T-Units).
45 = Fusions, comma splices, run-ons.

Other

Responses that were not appropriate for categorization in the preceding guide were placed in one of the following categories:

0 = No response.
2 = Copies one or more of the sentences as given or with minor variations.
3 = Copies sentences conjoining with the same conjunction (and, plus, but, etc.).
7 = Illegible, illiterate.
8 = Did not write on this exercise, unscoreable sentence fragment.
9 = I don't know.

Sample Responses for Part A--Bill's Coat
Age 9

Bills new coat was in the closet it was leather

Number of T-Units:	Two
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Pre-noun modification Run-on

Bill's coat is sleather and new it is in the closet.

Number of T-Units:	Two
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Conjunction Run-on

Sample Responses for Part A--Bill's Coat *(Cont.)*
Age 9

Bills new coat was leather

Number of T-Units: One
Lexical Content: Content deleted
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Pre-noun modification

Bill's new leather coat sits in
the closet.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Two pre-noun modifiers

Sample Responses for Part B--Rope
Age 9

The rope was the clue to the mystery
the rope was twisted hanging frome a tree branch

Number of T-Units:	Two
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Run-on Conjunction

A twisted rope that was
hanging from the tree branch
was a clue to the mystery.

Number of T-Units:	Two
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Pre-noun modification Run-on

The twisted rope
from a tree branch
was the clue to the mystery.

Number of T-Units:	One
Lexical Content:	Content deleted
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Pre-noun modification Post-noun modification

The twssted rope was hanging
on the tree branch it was a
clue to the mystery.

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Pre-noun modification Post-noun modification

Sample Responses for Part C--Magician
Age 9

The clever magician John
knows howcan make a
elephant disappear.

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Ineptitude
Inversions:	Absent
Combining Strategies:	Pre-noun modification Post-noun modification

John nows a clever magician that kan
make a elaphant disappear.

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Ineptitude
Inversions:	Absent
Combining Strategies:	Pre-noun modification Post-noun modification

Sample Responses for Part C--Magician *(Cont.)*
Age 9

John knows a clever magician he can make an elephant disappear.

Number of T-Units: Two
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Pre-noun modification
Run-on

Jhon knows a clever magician that can make an elephant disappear.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Pre-noun modification
Post-noun modification

401011-2,3 "Rope," "Magician," "Bus"

Below are some sets of short sentences. Each set can be improved by combining the given sentences into one sentence that says the same thing. For example, if the sentences were:

A cat chased the ball.
The cat was big.
It was gray.

You could write:

A big gray cat chased the ball.

After you hear each set read aloud, read the sentences silently to yourself and figure out a way to combine them into one sentence. Be sure your sentence has the same meaning as the sentences in the given set. Then write your sentence on the lines. Now here is the first set of sentences to be combined:

A. A rope was the clue to the mystery.
The rope was twisted.
The rope was hanging from a tree branch.

401011-2,3 "Rope," "Magician," "Bus"
(Continued)

B. John knows a magician.
The magician is clever.
The magician can make an elephant disappear.

C. The people were standing on the corner.
Their hands were cold.
Their hands were dangling by their sides.
They were waiting for a bus.
The bus was already twenty minutes late.

WRITING TASK: Rope, Magician, Bus

NAEP #: 0-401011-A1A-23

NAEP SCORING: Sentence Combining/Open Ended

AGE:	13	17
TOTAL TIME IN SECONDS:	294	294

NUMBER OF LINES: Rope-3, Magician-3, Bus-5

401011-2,3

SENTENCE COMBINING SCORING GUIDE
"ROPE, MAGICIAN, BUS"

A score of "1" in Number of T-units, Description of Lexical Content, and Syntax indicates the respondent successfully completed the task.

Number of T-Units

1 = All one T-Unit.
2 = Two T-Units.
3 = Three T-Units.
4 = Four or more T-Units.
5 = 0 T-Units -- fragments that are sufficiently developed to continue scoring.

Description of Lexical Content

1 = No addition to or omission of given content (ignore synonymous substitutions).
2 = Some content added.
3 = Some content omitted.
4 = Some content added and some omitted.

The following nouns, verbs, and adjectives, or synonymous substitutes, are considered essential to this exercise:

Part A

rope
clue
mystery
twisted
hanging
tree/branch
was

Part B

John
knows
magician
clever
can make/makes
an elephant/elephants
disappear

Part C

people
on the corner
hands
cold
dangling
by their sides
waiting
for a bus
late

Syntax

1 = Synonymous with given sentences -- including invented logical, syntactical relationships that are not prohibited by the given sentences.

2 = Alteration of given syntactic relations.

3 = Ambiguous -- based solely on the rules governing ambiguities.

A misplaced modifier is scored as an ambiguity when more than one noun could be legitimately modified by the phrase or clause.

4 = Ineptitudes (awkward and inappropriate constructions).

Writer carried two structural parts from the original sentence to the combined sentence but failed to conjoin them.
Example: The rope that was limp hung from the tree branch was a clue to the mystery.

The modification or logical relationship seemingly intended in a sentence does not make sense.
Example: The clever magician can make an elephant disappear known by John.

Faulty parallelism -- an attempt to parallel but implementation poor. Not formally or grammatically implemented or formally and grammatically in order but semantically inappropriate - ideas are illogically combined.

Agreement errors -- subject-verb agreement, a/an confusion.

Illogical connection -- misuse of conjunctive words. Dangling modifiers are scored inept when you know, using common sense, which noun the clause or phrase was intended to modify but the resulting sentence is awkward.
Example: They waited for a bus at the corner which was twenty minutes late.

Other dysfunctional constructions -- content words are omitted resulting in an awkward sentence.

Inversions

1 = Active/passive constructions, clefts and expletives ("There," "It" constructions) - absent.

2 = Active/passive constructions, clefts and expletives ("There," "It" constructions) - present.

Description of Combining Strategies

Adjectival Embeddings

11 = Pre-noun modifiers (words or hyphenated phrases).
12 = Post-noun modifying words and phrases (includes adjective prepositional phrases and appositions).
13 = Post-noun relative clauses.
14 = Post-noun nonreduced relative clauses.

Nominal Embeddings

21 = "One-word" (uncomplemented) gerunds or infinitives.
22 = Nominal phrases (gerunds or infinitives).
23 = Nominal clauses (fact "that" or question clauses).

Adverbial Embeddings

31 = Single-word adverbs and adverbial prepositional phrases.
32 = Verbal phrases (infinitive phrases, gerundives following time, manner, etc.).
33 = Adverbial clauses (place, time, manner, reason, purpose, condition, concession, etc.).

Conjunctions

41 = Conjoined verbs, predicate phrases, noun phrases.
42 = Participial conjunctions, nominative absolutes.
43 = Coordinate compounding (any instance of two or more T-Units compounded by coordinating conjunctions and, plus, for, but, yet, etc.).
44 = Conjunctive adverbial compounding (any instance of two or more T-Units).
45 = Fusions, comma splices, run-ons.

Other

Responses that were not appropriate for categorization in the preceding guide were placed in one of the following categories:

0 = No response.
2 = Copies one or more of the sentences as given or with minor variations.
3 = Copies sentences conjoining with the same conjunction (and, plus, but, etc.).
7 = Illegible, illiterate.
8 = Did not write on this exercise, unscoreable sentence fragment.
9 = I don't know.

Sample Responses for Part A--Rope
Age 13

The twisted rope that was hanging from a tree branch was a clue to the mystery.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Pre-noun modification
Post-noun modification

The twisted rope was hanging from a tree branch.

Number of T-Units: One
Lexical Content: Content deleted
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Pre-noun modification

Sample Responses for Part A--Rope *(Cont.)*
Age 13

The twisled haging rope was a clue to the mystory

Number of T-Units: One
Lexical Content: Content deleted
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Two pre-noun modifiers

A twisted hanging rope from a tree branch was the clue to the mystery.

Number of T-Units: One
Lexical Content: Same
Syntax: Ineptitude
Inversions: Absent
Combining Strategies: Two pre-noun modifiers
Post-noun modifications

Sample Responses for Part B--Magician
Age 13

gohn Knows a magician who is claver he
can mate an elephant disappear

Number of T-Units:	Two
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Post-noun modification Run-on

John knows a magician who
is clever and can make
a elephant diesaperd

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Ineptitude
Inversions:	Absent
Combining Strategies:	Post-noun modification Conjunction

Sample Responses for Part B--Magician *(Cont.)*
Age 13

John knows a magician he was clever and could make a elephant disappear

Number of T-Units: Two
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Post-noun modification
Run-on

John knows a clever magican that can make an elephant disappear

Number of T-Units: One
Lexical Content: Same
Syntax: Ineptitude
Inversions: Absent
Combining Strategies: Post-noun modification
Conjunction

Sample Responses for Part C--Bus
Age 13

The people stunding onthecorner were waiting
forabos itwas twenty minuteslote their hands
wer dold as theywer dongling bytheirsides

Number of T-Units: Three
Lexical Content: Same
Syntax: Ineptitude
Inversions: Absent
Combining Strategies: Post-noun modification
Run-on
Adverbial embedding

TheiR weRe peopla wAiting
For a Bus and they got veRy
cold, BecAuse the Bus was
twenty minutes late,

Number of T-Units: Two
Lexical Content: Content deleted
Syntax: Alteration
Inversions: Present
Combining Strategies: Conjunction
Adverbial embedding

Sample Responses for Part C--Bus *(Cont.)*
Age 13

The people were standing with old hand dangling by their sides, waiting for a bus, but the bus was already twenty minutes late

Number of T-Units: Two
Lexical Content: Content deleted
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Adverbial embedding
Pre-noun modification
Post-noun modification
Two conjunctions

Thepeople were waiting for a bus that was twenty mintees late, their hands were dangling by their sides and were cold.

Number of T-Units: Two
Lexical Content: Content deleted
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Post-noun modification
Conjunction
Run-on

Sample Responses for Part A--Rope
Age 17

The rope was hanging from
a tree, twisted and it was
a clue to the mystery

Number of T-Units: Two
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Two conjunctions

The twisted rope that was hanging from a
tree branch was the clue to the mystery.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Pre-noun modification
Post-noun modification

Sample Responses for Part A--Rope *(Cont.)*
Age 17

The twisted rope was hanging from a tree which
was the clue to the mystary

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Alteration
Inversions:	Absent
Combining Strategies:	Pre-noun modification Post-noun modification

A twisted rope, hanging from a tree
branch, was the clue to the mystery.

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Pre-noun modification Post-noun modification

Sample Responses for Part B--Magician
Age 17

John knows a clever magician who can make an elephant disappear

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Pre-noun modification
Post-noun modification

John know a clever magician, that could make an elephant disappear.

Number of T-Units: One
Lexical Content: Same
Syntax: Ineptitude
Inversions: Absent
Combining Strategies: Pre-noun modification
Post-noun modification

Sample Responses for Part B--Magician *(Cont.)*
Age 17

John knows a magician that is clever and can make an elephant disappear.

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Post-noun modification Conjunction

John knows a magician who is so clever that he can make an elephant disappear.

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Post-noun modification Adverbial embedding

Sample Responses for Part C--Bus
Age 17

The people standing on the corner waiting
for the bus that was twenty minutes
late had cold hands dangling by their
sides

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Four post-noun modifiers
Pre-noun modification

The people, standing on the corner with their
cold hands dangling by their sides, were
waiting for a bus which was already
twenty minutes late.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Post-noun modification
Adverbial embedding
Pre-noun modification
Post-noun modification

Sample Responses for Part C--Bus *(Cont.)*
Age 17

The people, whose hands were cold and dangling by their sides, were standing on the corner waiting for a bus that was already twenty minutes late.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Two post-noun modifiers
Two conjunctions

The people who were waiting for a bus on the corner had cold hands which were dangling by theirsides because their bus was 20 minutes late.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Pre-noun modification
Two post-noun modifiers
Adverbial embedding

401012-1 "Clown," "Bubble," "Troops"

Below are some sets of short sentences. Each set can be improved by combining the given sentences into one sentence that says the same thing. For example, if the sentences were:

A cat chased the ball.
The cat was big.
It was gray.

You could write:

a big gray cat chased the ball.

After you hear each set read aloud, read the sentences silently to yourself and figure out a way to combine them into one sentence. Be sure your sentence has the same meaning as the sentences in the given set. Then write your sentence on the lines. The first set of sentences to be combined is located on the next page.

401012-1 "Clown," "Bubble," "Troops"

(Continued)

A. The clown was smoking a cigar.

The clown was jolly.

The cigar was fat.

____

____

B. The plants are kept dry by a bubble.

The bubble is large.

The bubble is plastic.

The bubble covers the entire garden.

____

____

C. The captain took care of his troops.

The captain was strong.

He was fearless.

The troops were tired.

The troops were hungry.

____

____

WRITING TASK: Clown, Bubble, Troops

NAEP #: 0-401012-A1A-1

NAEP SCORING: Sentence Combining/Open Ended

AGE: 9

TOTAL TIME IN SECONDS: 443

NUMBER OF LINES: Clown-3, Bubble-3, Troops-5

401012-1

SENTENCE COMBINING SCORING GUIDE
"CLOWN, BUBBLE, TROOPS"

A score of "1" in Number of T-units, Description of Lexical Content, and Syntax indicates the respondent successfully completed the task.

Number of T-Units

1 = All one T-Unit.
2 = Two T-Units.
3 = Three T-Units.
4 = Four or more T-Units.
5 = 0 T-Units -- fragments that are sufficiently developed to continue scoring.

Description of Lexical Content

1 = No addition to or omission of given content (ignore synonymous substitutions).
2 = Some content added.
3 = Some content omitted.
4 = Some content added and some omitted.

The following nouns, verbs, and adjectives, or synonymous substitutes, are considered essential to this exercise:

Part A

clown
smoking
cigar
jolly
fat

Part B

plants
kept dry
bubble
large
plastic
covers/entire
garden

Part C

captain
strong
fearless
took care of
troops
tired
hungry

Syntax

1 = Synonymous with given sentences -- including invented logical, syntactical relationships that are not prohibited by the given sentences.

2 = Alteration of given syntactic relations.

3 = Ambiguous -- based solely on the rules governing ambiguities.

A misplaced modifier is scored as an ambiguity when more than one noun could be legitimately modified by the phrase or clause.

4 = Ineptitudes (awkward and inappropriate constructions).

Writer carried two structural parts from the original sentence to the combined sentence but failed to conjoin them.
Example: The fat clown was jolly was smoking a cigar.

The modification or logical relationship seemingly intended in a sentence does not make sense.
Example: Covering the entire garden kept the plants dry by a large, plastic bubble.

Faulty parallelism -- an attempt to parallel but implementation poor. Not formally or grammatically implemented or formally and grammatically in order but semantically inappropriate - ideas are illogically combined.

Agreement errors -- subject-verb agreement, a/an confusion.

Illogical connection -- misuse of conjunctive words. Dangling modifiers are scored inept when you know, using common sense, which noun the clause or phrase was intended to modify but the resulting sentence is awkward.
Example: The large, plastic bubble covers the entire garden that keeps the plants dry.

Other dysfunctional constructions -- content words are omitted resulting in an awkward sentence.

Inversions

1 = Active/passive constructions, clefts and expletives ("There," "It" constructions) - absent.

2 = Active/passive constructions, clefts and expletives ("There," "It" constructions) - present.

401012-1
CLOWN

Description of Combining Strategies

Adjectival Embeddings

11 = Pre-noun modifiers (words or hyphenated phrases).
12 = Post-noun modifying words and phrases (includes adjective prepositional phrases and appositions).
13 = Post-noun relative clauses.
14 = Post-noun nonreduced relative clauses.

Nominal Embeddings

21 = "One-word" (uncomplemented) gerunds or infinitives.
22 = Nominal phrases (gerunds or infinitives).
23 = Nominal clauses (fact "that" or question clauses).

Adverbial Embeddings

31 = Single-word adverbs and adverbial prepositional phrases.
32 = Verbal phrases (infinitive phrases, gerundives following time, manner, etc.).
33 = Adverbial clauses (place, time, manner, reason, purpose, condition, concession, etc.).

Conjunctions

41 = Conjoined verbs, predicate phrases, noun phrases.
42 = Participial conjunctions, nominative absolutes.
43 = Coordinate compounding (any instance of two or more T-Units compounded by coordinating conjunctions and, plus, for, but, yet, etc.).
44 = Conjunctive adverbial compounding (any instance of two or more T-Units).
45 = Fusions, comma splices, run-ons.

Other

Responses that were not appropriate for categorization in the preceding guide were placed in one of the following categories:

0 = No response.
2 = Copies one or more of the sentences as given or with minor variations.
3 = Copies sentences conjoining with the same conjunction (and, plus, but, etc.).
7 = Illegible, illiterate.
8 = Did not write on this exercise, unscoreable sentence fragment.
9 = I don't know.

Sample Responses for Part A--Clown
Age 9

The clown was jolly and smoking a fat cigar.

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Pre-noun modification Conjunction

a clown was smoking a fat cigar

Number of T-Units:	One
Lexical Content:	Content deleted
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Pre-noun modification

Sample Responses for Part A--Clown *(Cont.)*
Age 9

a jolly clown was smoking a fat cigar.

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Two pre-noun modifiers

The jolly clown
with his Fat cigar

Number of T-Units:	None
Lexical Content:	Content deleted
Syntax:	Ineptitude
Inversions:	Absent
Combining Strategies:	Two pre-noun modifiers Post-noun modification

Sample Responses for Part B--Bubble
Age 9

The plants are kept dry by a large plastic bubble that covers the entire garden

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Two pre-noun modifiers Post-noun modification

The plants are kept in a large plastic bubble that covers the entire garden.

Number of T-Units:	One
Lexical Content:	Content deleted
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Two pre-noun modifiers Post-noun modification

Sample Responses for Part B--Bubble *(Cont.)*
Age 9

The large plastic bubble,
Keeps the entire garden
dry.

Number of T-Units: One
Lexical Content: Content deleted
Syntax: Synonymous
Inversions: Present
Combining Strategies: Two pre-noun modifiers

The plants are kept dry by a large plastic
bubble,

Number of T-Units: One
Lexical Content: Content deleted
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Two pre-noun modifiers

Sample Responses for Part C--Troops
Age 9

The strong, fearless captin took care of his tired and hungry troops.

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Four pre-noun modifiers

The captain was strong and fearless he took care of his troops the troops were hungry and tired.

Number of T-Units:	Three
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Two conjunctions Run-on

Sample Responses for Part C--Troops *(Cont.)*
Age 9

The strong fearles caption took care of his troops.

Number of T-Units:	One
Lexical Content:	Content deleted
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Two pre-noun modifiers

The captain took care of his troops, and he is fearless and strong, and the troops were hungry and tired.

Number of T-Units:	Three
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Three conjunctions

401013-2,3 "Bubble," "Troops," "Forest Fires"

Below are some sets of short sentences. Each set can be improved by combining the given sentences into one sentence that says the same thing. For example, if the sentences were:

A cat chased the ball.
The cat was big.
It was gray.

You could write:

A big gray cat chased the ball.

After you hear each set read aloud, read the sentences silently to yourself and figure out a way to combine them into one sentence. Be sure your sentence has the same meaning as the sentences in the given set. Then write your sentence on the lines. The first set of sentences to be combined is located on the next page.

401013-2,3 "Bubble," "Troops," "Forest Fires"

(Continued)

A. The plants are kept dry by a bubble.

The bubble is large.

The bubble is plastic.

The bubble covers the entire garden.

B. The captain took care of his troops.

The captain was strong.

He was fearless.

The troops were tired.

The troops were hungry.

C. Careless people often cause forest fires.

Careless people tend to drop lighted cigarettes.

Forest fires can destroy lives and property.

WRITING TASK: Bubble, Troops, Forest Fires

NAEP #: 0-401013-A1A-23

NAEP SCORING: Sentence Combining/Open Ended

AGE:	13	17
TOTAL TIME IN SECONDS:	301	300

NUMBER OF LINES: Bubble-3, Troops-5, Forest Fires-3

401013-2,3

SENTENCE COMBINING SCORING GUIDE
"BUBBLE, TROOPS, FIRES"

A score of "1" in Number of T-units, Description of Lexical Content, and Syntax indicates the respondent successfully completed the task.

Number of T-Units

1 = All one T-Unit.
2 = Two T-Units.
3 = Three T-Units.
4 = Four or more T-Units.
5 = 0 T-Units -- fragments that are sufficiently developed to continue scoring.

Description of Lexical Content

1 = No addition to or omission of given content (ignore synonymous substitutions).
2 = Some content added.
3 = Some content omitted.
4 = Some content added and some omitted.

The following nouns, verbs, and adjectives, or synonymous substitutes, are considered essential to this exercise:

Part A

plants
kept dry
bubble
large
plastic
covers/entire
garden

Part B

captain
strong
fearless
took care of
troops
tired
hungry

Part C

people
careless
cause
fires
drop
cigarettes
destroy

Syntax

1 = Synonymous with given sentences -- including invented logical, syntactical relationships that are not prohibited by the given sentences.

2 = Alteration of given syntactic relations.

3 = Ambiguous -- based solely on the rules governing ambiguities.

A misplaced modifier is scored as an ambiguity when more than one noun could be legitimately modified by the phrase or clause.

4 = Ineptitudes (awkward and inappropriate constructions).

Writer carried two structural parts from the original sentence to the combined sentence but failed to conjoin them.
Example: The strong captain was fearless took care of the tired, hungry troops.

The modification or logical relationship seemingly intended in a sentence does not make sense.
Example: Forest fires often destroy lives and property by careless people who drop cigarettes.

Faulty parallelism -- an attempt to parallel but implementation poor. Not formally or grammatically implemented or formally and grammatically in order but semantically inappropriate - ideas are illogically combined.

Agreement errors -- subject-verb agreement, a/an confusion.

Illogical connection -- misuse of conjunctive words. Dangling modifiers are scored inept when you know, using common sense, which noun the clause or phrase was intended to modify but the resulting sentence is awkward.
Example: The large, plastic bubble covers the entire garden that keeps the plants dry.

Other dysfunctional constructions -- content words are omitted resulting in an awkward sentence.

Inversions

1 = Active/passive constructions, clefts and expletives ("There," "It" constructions) - absent.

2 = Active/passive constructions, clefts and expletives ("There," "It" constructions) - present.

Description of Combining Strategies

Adjectival Embeddings

11 = Pre-noun modifiers (words or hyphenated phrases).
12 = Post-noun modifying words and phrases (includes adjective prepositional phrases and appositions).
13 = Post-noun relative clauses.
14 = Post-noun nonreduced relative clauses.

Nominal Embeddings

21 = "One-word" (uncomplemented) gerunds or infinitives.
22 = Nominal phrases (gerunds or infinitives).
23 = Nominal clauses (fact "that" or question clauses).

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31 = Single-word adverbs and adverbial prepositional phrases.
32 = Verbal phrases (infinitive phrases, gerundives following time, manner, etc.).
33 = Adverbial clauses (place, time, manner, reason, purpose, condition, concession, etc.).

Conjunctions

41 = Conjoined verbs, predicate phrases, noun phrases.
42 = Participial conjunctions, nominative absolutes.
43 = Coordinate compounding (any instance of two or more T-Units compounded by coordinating conjunctions and, plus, for, but, yet, etc.).
44 = Conjunctive adverbial compounding (any instance of two or more T-Units).
45 = Fusions, comma splices, run-ons.

Other

Responses that were not appropriate for categorization in the preceding guide were placed in one of the following categories:

0 = No response.
2 = Copies one or more of the sentences as given or with minor variations.
3 = Copies sentences conjoining with the same conjunction (and, plus, but, etc.).
7 = Illegible, illiterate.
8 = Did not write on this exercise, unscoreable sentence fragment.
9 = I don't know.

Sample Responses for Part A--Bubble
Age 13

The plants are kept dry by a large, plastic bubble that covers the entire garden.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Two pre-noun modifiers
Post-noun modification

The plants ARE Kept dRy by A LARgE big plastic bubblE it COVERS thE EntiRE gARdEn.

Number of T-Units: Two
Lexical Content: Content added
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Two pre-noun modifiers
Run-on

Sample Responses for Part A--Bubble *(Cont.)*
Age 13

The large bubble that is plastic
covers the entire garden, and' keeps
it dry.

Number of T-Units:	One
Lexical Content:	Content deleted
Syntax:	Synonymous
Inversions:	Present
Combining Strategies:	Pre-noun modification Post-noun modification Conjunction

A big, plastic bubble that covers
the whole garden keeps the
plants dry.

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Present
Combining Strategies:	Two pre-noun modifiers Post-noun modification

Sample Responses for Part B--Troops
Age 13

The strong, fearless captain took care of his tired, hungry troops.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Four pre-noun modifiers

The strong captain was fearless because The Troops were Tired and hungry

Number of T-Units: One
Lexical Content: Content deleted
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Pre-noun modification
Adverbial embedding
Conjunction

Sample Responses for Part B--Troops *(Cont.)*
Age 13

A strong and fearless captain took care of a tired and hungry troops

Number of T-Units: One
Lexical Content: Same
Syntax: Ineptitude
Inversions: Absent
Combining Strategies: Four pre-noun modifiers

The strong and fearless captain took care of his troops who were tired and hungry.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Two pre-noun modifiers
Post-noun modification
Conjunction

Sample Responses for Part C--Fires
Age 13

Careless people who tend to drop lighted cigarettes that cause forest fires which can destroy lives and property

Number of T-Units: None
Lexical Content: Same
Syntax: Ineptitude
Inversions: Absent
Combining Strategies: Three post-noun modifiers

Careless people DROP cigarettes AND CAN CAUSE forest fires AND Destroy lives AND property

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Two conjunctions

Sample Responses for Part C--Fires *(Cont.)*
Age 13

Careless people often cause forests fires by droping lighted cigarettes and in this case destroy lives and property.

Number of T-Units:	Two
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Adverbial embedding Conjunction

Careless people tend to drop lighted cigaretts and often cause forest fires which can destroy lives and property.

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Post-noun modification Conjunction

Sample Responses for Part A--Bubble
Age 17

the plants are kept dry by a bubble which is large and plastic and covers the entire garden

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Post-noun modification Two conjunctions

The large plastic bubble coversthe entire garden and keeps the plants dry.

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Present
Combining Strategies:	Two pre-noun modifiers Conjunction

Sample Responses for Part A--Bubble *(Cont.)*
Age 17

a large plastic bubble covers
the entire garden to keep
the plants dry

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Present
Combining Strategies: Two pre-noun modifiers
Adverbial embedding

The large bobble-shaped plastic green
house covers the garden and keeps
the plants dry.

Number of T-Units: One
Lexical Content: Content added
Syntax: Synonymous
Inversions: Present
Combining Strategies: Three pre-noun modifiers
Conjunction

Sample Responses for Part B--Troops
Age 17

The captain was strong and fearless, and took care of his tired and hungry troops.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Two pre-noun modifiers
Two conjunctions

The captain, strong and fearless, took care of his tired and hungry troops.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Two pre-noun modifiers
Two post-noun modifiers

Sample Responses for Part B--Troops *(Cont.)*
Age 17

The strong fearless captain took care of his troops which were tired and hungry.

Number of T-Units: One
Lexical Content: Same
Syntax: Ineptitude
Inversions: Absent
Combining Strategies: Two pre-noun modifiers
Post-noun modification
Conjunction

The strong, fearless captain took care of his tired, hungry troops.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Four pre-noun modifiers

Sample Responses for Part C--Fires
Age 17

Careless people tend to drop lighted cigaretts which cause forest fires that can destroy lives and property.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Two post-noun modifiers

Careless people drop lighted cigarettes and cause forest fires, they destroy lives and property

Number of T-Units: Two
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Conjunction
Run-on

Sample Responses for Part C--Fires *(Cont.)*
Age 17

Careless people drop lighted cigarettes which often cause forest fires and destroy lives and property.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Post-noun modification
Conjunction

Careless people often cause forest fires by dropping lighted cigarettes which leads to destruction of lives and property

Number of T-Units: One
Lexical Content: Content Added
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Post-noun modification
Adverbial embedding

401016-1 "Cries," "Guard"

Below are some sets of short sentences. Each set can be improved by combining the given sentences into one sentence that says the same thing. For example, if the sentences were:

A cat chased the ball.
The cat was big.
It was gray.

You could write:

a big gray cat chased the ball.

After you hear each set read aloud, read the sentences silently to yourself and figure out a way to combine them into one sentence. Be sure your sentence has the same meaning as the sentences in the given set. Then write your sentence on the lines. The first set of sentences to be combined is located on the next page.

401016-1 "Cries," "Guard"

(Continued)

A. Her cries were lost in the storm.

Her cries were thin.

Her cries were small.

B. A guard kept the children from touching the animals.

The guard was bored.

The guard was at the doorway.

The animals were dusty.

The animals were stuffed.

The animals were in the museum display.

WRITING TASK: Cries, Guard

NAEP #: 0-401016-A1A-1

NAEP SCORING: Sentence Combining/Open Ended

AGE: 9

TOTAL TIME IN SECONDS: 420

NUMBER OF LINES: Cries-3, Guard-5

SENTENCE COMBINING SCORING GUIDE
"CRIES, GUARD"

A score of "1" in Number of T-units, Description of Lexical Content, and Syntax indicates the respondent successfully completed the task.

Number of T-Units

1 = All one T-Unit.
2 = Two T-Units.
3 = Three T-Units.
4 = Four or more T-Units.
5 = 0 T-Units -- fragments that are sufficiently developed to continue scoring.

Description of Lexical Content

1 = No addition to or omission of given content (ignore synonymous substitutions).
2 = Some content added.
3 = Some content omitted.
4 = Some content added and some omitted.

The following nouns, verbs, and adjectives, or synonymous substitutes, are considered essential to this exercise:

Part A

cries	were lost
thin	her
small	

Part B

guard	bored
kept	at the doorway
children	dusty
from touching/from	stuffed
animals	in the museum/display

Syntax

1 = Synonymous with given sentences -- including invented logical, syntactical relationships that are not prohibited by the given sentences.

2 = Alteration of given syntactic relations.

3 = Ambiguous -- based solely on the rules governing ambiguities.

A misplaced modifier is scored as an ambiguity when more than one noun could be legitimately modified by the phrase or clause.
Example: The bored guard kept the children from touching the animals from the corner.

4 = Ineptitudes (awkward and inappropriate constructions).

Writer carried two structural parts from the original sentence to the combined sentence but failed to conjoin them.
Example: Her thin cries were small were lost.

The modification or logical relationship seemingly intended in a sentence does not make sense.

Faulty parallelism -- an attempt to parallel but implementation poor. Not formally or grammatically implemented or formally and grammatically in order but semantically inappropriate - ideas are illogically combined.

Agreement errors -- subject-verb agreement, a/an confusion.

Illogical connection -- misuse of conjunctive words. Dangling modifiers are scored inept when you know, using common sense, which noun the clause or phrase was intended to modify but the resulting sentence is awkward.
Example: The bored guard at the doorway kept the dusty stuffed animals from being touched by the children that were in the museum display.

Other dysfunctional constructions -- content words are omitted resulting in an awkward sentence.

Inversions

1 = Active/passive constructions, clefts and expletives ("There," "It" constructions) - absent.

2 = Active/passive constructions, clefts and expletives ("There," "It" constructions) - present.

Description of Combining Strategies

Adjectival Embeddings

11 = Pre-noun modifiers (words or hyphenated phrases).
12 = Post-noun modifying words and phrases (includes adjective prepositional phrases and appositions).
13 = Post-noun relative clauses.
14 = Post-noun nonreduced relative clauses.

Nominal Embeddings

21 = "One-word" (uncomplemented) gerunds or infinitives.
22 = Nominal phrases (gerunds or infinitives).
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31 = Single-word adverbs and adverbial prepositional phrases.
32 = Verbal phrases (infinitive phrases, gerundives following time, manner, etc.).
33 = Adverbial clauses (place, time, manner, reason, purpose, condition, concession, etc.).

Conjunctions

41 = Conjoined verbs, predicate phrases, noun phrases.
42 = Participial conjunctions, nominative absolutes.
43 = Coordinate compounding (any instance of two or more T-Units compounded by coordinating conjunctions and, plus, for, but, yet, etc.).
44 = Conjunctive adverbial compounding (any instance of two or more T-Units).
45 = Fusions, comma splices, run-ons.

Other

Responses that were not appropriate for categorization in the preceding guide were placed in one of the following categories:

0 = No response.
2 = Copies one or more of the sentences as given or with minor variations.
3 = Copies sentences conjoining with the same conjunction (and, plus, but, etc.).
7 = Illegible, illiterate.
8 = Did not write on this exercise, unscoreable sentence fragment.
9 = I don't know.

Sample Responses for Part A--Cries
Age 9

Her cries were thinn and small and lost in the storm.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Two conjunctions

Her cries were lost in the thin storm.

Number of T-Units: One
Lexical Content: Content deleted
Syntax: Alteration
Inversions: Absent
Combining Strategies: Pre-noun modification

Sample Responses for Part A--Cries *(Cont.)*
Age 9

Her cries were thin and
Her cries were small.
Her cries were lost inthe storm.

Number of T-Units:	Three
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Conjunction

Her thin, small cries were
lost in the storm.

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Two pre-noun modifiers

Sample Responses for Part B--Guard
Age 9

The guard was bored and was at the door way and the animals were dusty and stuffed and in museum display.

Number of T-Units: Two
Lexical Content: Content deleted
Syntax: Ineptitude
Inversions: Absent
Combining Strategies: Four conjunctions

The guard kept the children from touching the dusty animals.

Number of T-Units: One
Lexical Content: Content deleted
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Pre-noun modification

Sample Responses for Part B--Guard *(Cont.)*
Age 9

The bored guard standing next to the doorway kept the children from touching the dusty, stuffed animals that were in the museum display.

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Three pre-noun modifiers Two post-noun modifiers

The bored guard sat a the Doorway keeping the children fram tauchig the dusty stuffed display animals.

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Four pre-noun modifiers Conjunction

401017-2,3 "Cries," "Guard," "Lookout"

Below are some sets of short sentences. Each set can be improved by combining the given sentences into one sentence that says the same thing. For example, if the sentences were:

A cat chased the ball.
The cat was big.
It was gray.

You could write:

A big gray cat chased the ball.

After you hear each set read aloud, read the sentences silently to yourself and figure out a way to combine them into one sentence. Be sure your sentence has the same meaning as the sentences in the given set. Then write your sentence on the lines. Now here is the first set of sentences to be combined:

A. Her cries were lost in the storm.
Her cries were thin.
Her cries were small.

401017-2,3 "Cries," "Guard," "Lookout"
(Continued)

B. A guard kept the children from touching the animals.
The guard was bored.
The guard was at the doorway.
The animals were dusty.
The animals were stuffed.
The animals were in the museum display.

C. The lookout was frightened.
He was clinging to the mast.
He realized the tidal wave would swamp the ship.
The wave would send it plunging to the depths.

WRITING TASK: Cries, Guard, Lookout

NAEP #: 0-401017-A1A-23

NAEP SCORING: Sentence Combining/Open Ended

AGE:	13	17
TOTAL TIME IN SECONDS:	301	297

NUMBER OF LINES: Cries-3, Guard-5, Lookout-5

401017-2,3

SENTENCE COMBINING SCORING GUIDE
"CRIES, GUARD, LOOKOUT"

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The following nouns, verbs, and adjectives, or synonymous substitutes, are considered essential to this exercise:

Part A

cries
thin
small

were lost
her

Part B

guard
kept
children
from touching/from
animals

bored
at the doorway
dusty
stuffed
in the museum/display

Part C

lookout
frightened
clinging
to the mast
realized

tidal wave/wave
swamp
ship
send
to the depths

Syntax

1 = Synonymous with given sentences -- including invented logical, syntactical relationships that are not prohibited by the given sentences.

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3 = Ambiguous -- based solely on the rules governing ambiguities.

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Illogical connection -- misuse of conjunctive words. Dangling modifiers are scored inept when you know, using common sense, which noun the clause or phrase was intended to modify but the resulting sentence is awkward.
Example: The bored guard at the doorway kept the dusty stuffed animals from being touched by the children that were in the museum display.

Other dysfunctional constructions -- content words are omitted resulting in an awkward sentence.

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7 = Illegible, illiterate.
8 = Did not write on this exercise, unscoreable sentence fragment.
9 = I don't know.

Sample Responses for Part A--Cries
Age 13

Her small thin cries were lost in the storm.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Two pre-noun modifiers

Her cries were small thin and lost in the storm

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Two conjunctions

Sample Responses for Part A--Cries *(Cont.)*
Age 13

Har crias wara so thin and small that thay waRa lost. in the stoRm.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Adverbial embedding
Conjunction

Her cries were lost in the storm because they were thin and small.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Adverbial embedding
Conjunction

Sample Responses for Part B--Guard
Age 13

a board guard who was standing in
the doorway kept the children from
touching the dusty, stuffed animals
in the museum display.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Three pre-noun modifiers
Two post-noun modifiers

The guard at The doorway
was bored, he Kept the
children from touching the
stuffed animal in the
museum display.

Number of T-Units: Two
Lexical Content: Content deleted
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Pre-noun modification
Two post-noun modifiers
Run-on

Sample Responses for Part B--Guard *(Cont.)*
Age 13

a BoRed guardstood at the doorway keeping the children from touching the dusty stuffed animats at the museum Dispiay

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Three pre-noun modifiers Post-noun modifier Conjunction

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The bored guard at the doorway kept the children from touching the dusty stuffed animals in the museum display.

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Three pre-noun modifiers Two post-noun modifiers

Sample Responses for Part C--Lookout
Age 13

The frightened lookout, realizing that the tidal wave would swamp the ship and send it plunging to the depths, clung to the mast.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Pre-noun modification
Two conjunctions

The frightened lookout who was clinging to the mast realized that the tidal wave would swamp their ship and send it plunging to the depths.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Pre-noun modification
Post-noun modification
Conjunction

Sample Responses for Part C--Lookout *(Cont.)*
Age 13

The frightened lookout was clinging to the mast because he realized the tidal wave would swamp the ship and send it plunging to the depths.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Pre-noun modification
Adverbial embedding
Conjunction

The lookout who was frightened and was clinging to the mast realized the tidal wave would swamp the ship and send it plunging to the depths

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Post-noun modification
Two conjunctions

Sample Responses for Part A--Cries
Age 17

Her cries were thin and small so
there fore they were lost in the storm.

Number of T-Units: Two
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Two conjunctions

Her cries, which were thin and
small, were lost in the storm.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Post-noun modification
Conjunction

Sample Responses for Part A--Cries *(Cont.)*
Age 17

Her cries, thin and small, were lost in the storm.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Two post-noun modifiers

Her small, thin, cries were
lost in the storm

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Two pre-noun modifiers

Sample Responses for Part B--Guard
Age 17

Although the guard at the doorway was bored, he kept the children from touching the stuffed dusty animals in the museum display.

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Two pre-noun modifiers Two post-noun modifiers Adverbial embedding

The bored guard at the doorway kept the children from touching the dusty stuffed animals on display in the museum.

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Three pre-noun modifiers Two post-noun modifiers

Sample Responses for Part B--Guard *(Cont.)*
Age 17

The bored guard stood at the doorway keeping the
children from the dusty stuffed animals in the museum
display.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Three pre-noun modifiers
Post-noun modification
Conjunction

At the doorway, a bored guard
kept the children from touching
the stuffed, dusty animals in
the museum display.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Three pre-noun modifiers
Post-noun modification
Adverbial embedding

Sample Responses for Part C--Lookout
Age 17

The frightened lookout was clinging to the mast when he realized the tidal wave would swamp the ship and send it plunging to the depths.

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Pre-noun modification Adverbial embedding Conjunction

The lookout clinging to the mast was frightened, he realized the tidal wave would swamp the ship and send it plunging to the depths.

Number of T-Units:	Two
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Post-noun modification Run-on Conjunction

The frightened lookout, who was clinging to the mast realized the tidal wave would swamp the ship and send it plunging to the depths.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversion: Absent
Combining Strategies: Pre-noun modification
Post-noun modification
Conjunction

The frightened lookout realized the tidal wave would swamp the ship and send it plunging to the depths as he was clinging to the mast.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Pre-noun modification
Adverbial embedding
Conjunction

401018-1 "Lemonade," "Pebbles"

Below are some sets of short sentences. Each set can be improved by combining the given sentences into one sentence that says the same thing. For example, if the sentences were:

A cat chased the ball.
The cat was big.
It was gray.

You could write:

A big gray cat chased the ball.

After you hear each set read aloud, read the sentences silently to yourself and figure out a way to combine them into one sentence. Be sure your sentence has the same meaning as the sentences in the given set. Then write your sentence on the lines. The first set of sentences to be combined is located on the next page.

401018-1 "Lemonade," "Pebbles"
(Continued)

A. The boys drank the lemonade.

The boys were barefoot.

The lemonade was cold.

B. The pebbles marked the path to a kingdom.

The pebbles were shiny.

The pebbles were yellow.

The pebbles were gleaming like cats' eyes.

The kingdom was magic.

The kingdom was underground.

The kingdom was ruled by a wizard.

WRITING TASK: Lemonade, Pebbles

NAEP #: 0-401018-A1A-1

NAEP SCORING: Sentence Combining/Open Ended

AGE: 9

TOTAL TIME IN SECONDS: 421

NUMBER OF LINES: Lemonade-3, Pebbles-6

SENTENCE COMBINING SCORING GUIDE
"LEMONADE, PEBBLES"

A score of "1" in Number of T-units, Description of Lexical Content, and Syntax indicates the respondent successfully completed the task.

Number of T-Units

1 = All one T-Unit.
2 = Two T-Units.
3 = Three T-Units.
4 = Four or more T-Units.
5 = 0 T-Units -- fragments that are sufficiently developed to continue scoring.

Description of Lexical Content

1 = No addition to or omission of given content (ignore synonymous substitutions).
2 = Some content added.
3 = Some content omitted.
4 = Some content added and some omitted.

The following nouns, verbs, and adjectives, or synonymous substitutes, are considered essential to this exercise:

Part A

boys
barefoot
drank
lemonade
cold

Part B

pebbles
shiny
yellow
gleaming like cat's eyes
marked
path
kingdom
magic
underground
ruled by a wizard

Syntax

1 = Synonymous with given sentences -- including invented logical, syntactical relationships that are not prohibited by the given sentences.

2 = Alteration of given syntactic relations.

3 = Ambiguous -- based solely on the rules governing ambiguities.

A misplaced modifier is scored as an ambiguity when more than one noun could be legitimately modified by the phrase or clause.

4 = Ineptitudes (awkward and inappropriate constructions).

Writer carried two structural parts from the original sentence to the combined sentence but failed to conjoin them.
Example: The barefoot boys drank lemonade was cold.

The modification or logical relationship seemingly intended in a sentence does not make sense.
Example: The magic underground kingdom was ruled by a wizard marked by a path of shiny, yellow pebbles gleaming like cat's eyes.

Faulty parallelism -- an attempt to parallel but implementation poor. Not formally or grammatically implemented or formally and grammatically in order but semantically inappropriate - ideas are illogically combined.

Agreement errors -- subject-verb agreement, a/an confusion.

Illogical connection -- misuse of conjunctive words. Dangling modifiers are scored inept when you know, using common sense, which noun the clause or phrase was intended to modify but the resulting sentence is awkward.
Example: The magic underground kingdom was marked by a path of shiny, yellow pebbles ruled by a wizard.

Other dysfunctional constructions -- content words are omitted resulting in an awkward sentence.

Inversions

1 = Active/passive constructions, clefts and expletives ("There," "It" constructions) - absent.

2 = Active/passive constructions, clefts and expletives ("There," "It" constructions) - present.

Description of Combining Strategies

Adjectival Embeddings

11 = Pre-noun modifiers (words or hyphenated phrases).
12 = Post-noun modifying words and phrases (includes adjective prepositional phrases and appositions).
13 = Post-noun relative clauses.
14 = Post-noun nonreduced relative clauses.

Nominal Embeddings

21 = "One-word" (uncomplemented) gerunds or infinitives.
22 = Nominal phrases (gerunds or infinitives).
23 = Nominal clauses (fact "that" or question clauses).

Adverbial Embeddings

31 = Single-word adverbs and adverbial prepositional phrases.
32 = Verbal phrases (infinitive phrases, gerundives following time, manner, etc.).
33 = Adverbial clauses (place, time, manner, reason, purpose, condition, concession, etc.).

Conjunctions

41 = Conjoined verbs, predicate phrases, noun phrases.
42 = Participial conjunctions, nominative absolutes.
43 = Coordinate compounding (any instance of two or more T-Units compounded by coordinating conjunctions and, plus, for, but, yet, etc.).
44 = Conjunctive adverbial compounding (any instance of two or more T-Units).
45 = Fusions, comma splices, run-ons.

Other

Responses that were not appropriate for categorization in the preceding guide were placed in one of the following categories:

0 = No response.
2 = Copies one or more of the sentences as given or with minor variations.
3 = Copies sentences conjoining with the same conjunction (and, plus, but, etc.).
7 = Illegible, illiterate.
8 = Did not write on this exercise, unscoreable sentence fragment.
9 = I don't know.

Sample Responses for Part A--Lemonade
Age 9

The boys drank the lemonade when
it was cold,

Number of T-Units:	One
Lexical Content:	Content deleted
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Adverbial embedding

The barefooted boys drank
cold lemonade.

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Two pre-noun modifiers

Sample Responses for Part A--Lemonade *(Cont.)*
Age 9

The boys with barefeet drank the
cold lemonade.

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Pre-noun modification Post-noun modification

The boys that were barefoot
drank cold lemonade.

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Pre-noun modification Post-noun modification

Sample Responses for Part B--Pebbles
Age 9

The shiny, yellow pebbles that
were gleaming like cats' eyes marked
the path to a magical, underground
kingdom ruled by a wizard.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Four pre-noun modifiers
Two post-noun modifiers

The shiney yellow pebbles
gleaming like cat's eyes marked
the underground magic kindom
that was ruled by a wizard.

Number of T-Units: One
Lexical Content: Content deleted
Syntax: Alteration
Inversions: Absent
Combining Strategies: Four pre-noun modifiers
Two post-noun modifiers

Sample Responses for Part B--Pebbles *(Cont.)*
Age 9

The sliny yellow pebbles
marked the path to the
kingdom, the pebbles were gleaming
like a cats eye, the magic
underground kingdom was
ruled by a wizard.

Number of T-Units: Three
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Four pre-noun modifiers
Run-on

The pebbles marked the path
to a kingdom, and the pebbles
were shiny and yellow. also
the pebbles were gleaming like
cats' eyes but back to the kingdom
it was magic and ruled by a wizard.

Number of T-Units: Four
Lexical Content: Content added and deleted
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Three conjunctions

401019-2,3 "Lemonade," "Pebbles," "Hikers"

Below are some sets of short sentences. Each set can be improved by combining the given sentences into one sentence that says the same thing. For example, if the sentences were:

A cat chased the ball.
The cat was big.
It was gray.

You could write:

a big gray cat chased the ball.

After you hear each set read aloud, read the sentences silently to yourself and figure out a way to combine them into one sentence. Be sure your sentence has the same meaning as the sentences in the given set. Then write your sentence on the lines. Now here is the first set of sentences to be combined:

A. The boys drank the lemonade.
The boys were barefoot.
The lemonade was cold.

B. The pebbles marked the path to a kingdom.
The pebbles were shiny.
The pebbles were yellow.
The pebbles were gleaming like cats' eyes.
The kingdom was magic.
The kingdom was underground.
The kingdom was ruled by a wizard.

C. The hikers tramped along the path.
The path was steep.
It was narrow.
It was rocky.
It curved upward toward the mountain top.
The mountain top appeared ahead through the clouds.

WRITING TASK: Lemonade, Pebbles, Hikers

NAEP #: 0-401019-A1A-23

NAEP SCORING: Sentence Combining/Open Ended

AGE:	13	17
TOTAL TIME IN SECONDS:	297	301

NUMBER OF LINES: Lemonade-3, Pebbles-5, Hikers-5

401019-2,3

SENTENCE COMBINING SCORING GUIDE
"LEMONADE, PEBBLES, HIKERS"

A score of "1" in Number of T-units, Description of Lexical Content, and Syntax indicates the respondent successfully completed the task.

Number of T-Units

1 = All one T-Unit.
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The following nouns, verbs, and adjectives, or synonymous substitutes, are considered essential to this exercise:

Part A

boys
barefoot
drank
lemonade
cold

Part B

pebbles
shiny
yellow
gleaming like cat's eyes
marked
path
kingdom
magic
underground
ruled by a wizard

Part C

hikers
tramped
path
steep
narrow
rocky
curved
toward the mountain/top
appeared
clouds

Syntax

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2 = Alteration of given syntactic relations.

3 = Ambiguous -- based solely on the rules governing ambiguities.

A misplaced modifier is scored as an ambiguity when more than one noun could be legitimately modified by the phrase or clause.

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Example: The magic underground kingdom was marked by a path of shiny, yellow pebbles ruled by a wizard.

Other dysfunctional constructions -- content words are omitted resulting in an awkward sentence.

Inversions

1 = Active/passive constructions, clefts and expletives ("There," "It" constructions) - absent.

2 = Active/passive constructions, clefts and expletives ("There," "It" constructions) - present.

401019-2,3
LEMONADE

Description of Combining Strategies

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11 = Pre-noun modifiers (words or hyphenated phrases).
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13 = Post-noun relative clauses.
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3 = Copies sentences conjoining with the same conjunction (and, plus, but, etc.).
7 = Illegible, illiterate.
8 = Did not write on this exercise, unscoreable sentence fragment.
9 = I don't know.

Sample Responses for Part A--Lemonade
Age 13

The barefoot boys drank the cold lemonade.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Two pre-noun modifiers

The boys that were barefoot
drank cold lemonade

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Pre-noun modification
Post-noun modification

Sample Responses for Part A--Lemonade *(Cont.)*
Age 13

The boys drank cold lemonade barefoot.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Pre-noun modification
Conjunction

The boys who drank the cold lemonade were barefoot.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Pre-noun modification
Post-noun modification

Sample Responses for Part B--Pebbles
Age 13

The shiny, yellow pebbles that were gleaming like cat's eyes marked the path to a magic, underground kingdom which was ruled by a wizard.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Four pre-noun modifiers
Two post-noun modifiers

The shiny, yellow pebbles, gleaming like cats' eyes, marked the way to the magic, underground kingdom that was ruled by a wizard.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Four pre-noun modifiers
Two post-noun modifiers

Sample Responses for Part B--Pebbles *(Cont.)*
Age 13

The Shiny yellow pebbles gleaming
like cats' eyes marked the path
to a magic underground Kingdom
ruled by a wizard

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Four pre-noun modifiers
Two post-noun modifiers

The shiny, yellow pebbles
which gleamed like cats eyes,
marked the path to the underground magic kingdom, ruled
by a wizard.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Four pre-noun modifiers
Two post-noun modifiers

Sample Responses for Part C--Hikers
Age 13

The hikers tramped along the steep, narrow rocky path that curved upward toward the mountain top, that appeared ahead through the clouds.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Three pre-noun modifiers
Two post-noun modifiers

The hikers tramped along the steep, narrow, rocky path, that curved upward toward the mountain top.

Number of T-Units: One
Lexical Content: Content deleted
Syntax: Synonymous
Inversions; Absent
Combining Strategies: Three pre-noun modifiers
Post-noun modification

Sample Responses for Part C--Hikers *(Cont.)*
Age 13

The hikes tramped along a steep, narrow,
rocky path it curved upward toward the
mountain top, the top appeared ahead
through the clouds.

Number of T-Units: Three
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Three pre-noun modifiers
Run-on

The hikers tramped along the steep,
narrow, rocky path to the curved
mountain top which appeared
above the clouds

Number of T-Units: One
Lexical Content: Same
Syntax: Alteration
Inversions: Absent
Combining Strategies: Four pre-noun modifiers
Post-noun modification

Sample Responses for Part A--Lemonade
Age 17

The boys that were barefoot drank the cold lemonade.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions; Absent
Combining Strategies: Pre-noun modification
Post-noun modification

The barefoot boys drank the cold lemonade

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Two pre-noun modifiers

Sample Responses for Part A--Lemonade *(Cont.)*
Age 17

The boys with barefeet, drank cold lemonade.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Pre-noun modification
Post-noun modification

The boys drank cold lemonade while they were barfoot.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Pre-noun modification
Adverbial embedding

Sample Responses for Part B--Pebbles
Age 17

The shiny, yellow pebbles which gleamed like cats' eyes, marked the path to an underground kingdom which was ruled by a wizard.

Number of T-Units: One
Lexical Content: Content deleted
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Three pre-noun modifiers
Two post-noun modifiers

The shiny yellow pebbles, gleaming like cats' eyes, marked the path to a magic underground kingdom ruled by a wizard.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Four pre-noun modifiers
Two post-noun modifiers

The shiny yellow pebbles, gleaming like cats' eyes, marked the path to a underground magic kingdom, ruled by a wizard.

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Ineptitude
Inversions:	Absent
Combining Strategies:	Four pre-noun modifiers Two post-noun modifiers

The shiny yellow pebbles like gleaming cats eyes marked the way to the magic underground kingdom ruled by a wizard,

Number of T-Units:	One
Lexical Content:	Same
Syntax:	Synonymous
Inversions:	Absent
Combining Strategies:	Five pre-noun modifiers Two post-noun modifiers

Sample Responses for Part C--Hikers
Age 17

The hikers tramped along the steep,
narraw, rocky path, that curved upward
toward the mountaintop that
appeared ahead through the clouds.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Three pre-noun modifiers
Two post-noun modifiers

The hikers tramped along the
steep, narrow, rocky path
that curved toward the
mountain top ahead
through the clouds.

Number of T-Units: One
Lexical Content: Content deleted
Syntax: Ineptitude
Inversions: Absent
Combining Strategies: Three pre-noun modifiers
Two post-noun modifiers

Sample Responses for Part C--Hikers *(Cont.)*
Age 17

The hikers tramped along the steep, narrow, and rocky path curving upward toward the mountain top, which appeared ahead through the clouds.

Number of T-Units: One
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Three pre-noun modifiers
Two post-noun modifiers

The hikers tramped along the steep narrow Rocky path; It curved upward tword the mountain top which appeared ahead through the clouds

Number of T-Units: Two
Lexical Content: Same
Syntax: Synonymous
Inversions: Absent
Combining Strategies: Three pre-noun modifiers
Post-noun modification

402010-1,2,3 "Tulips"

Directions for Answering the First Exercise

Look at the example sentences shown below. Some words are missing. They have been replaced by the letters "A" and "B". Below the sentences, each of the letters is repeated with a list of words next to it.

As you read the sentences and come to a missing word, look below at the list of words by the matching letter, then choose the one word that best fits the sentence.

Example

Duke, a German shepherd, suddenly dashed after a piece of paper. A Duke returned with the paper, his owner saw that B was a dollar bill.

A.
○ Upon
● When
○ While
○ Although

○ I don't know.

B.
● it
○ he
○ who
○ one

○ I don't know.

The oval beside "When" for part A and the oval beside "it" for part B have been filled in since these are the words that best fit in the sentence -- When Duke returned with the paper, his master saw that it was a dollar bill.

The paragraph you are to do is on the next page. It has a number of missing words. Each time you come to a missing word, look for the matching letter below the paragraph, choose the one word that best fits, and fill in the oval beside that word.

402010-1,2,3 "Tulips"

(Continued)

You can make tulips and daffodils bloom in the winter. To do this you must buy the bulbs in the fall and store A carefully in a cool room B you are ready to plant them. You can plant the bulbs in any container C it has a drain hole in the bottom. First, cover the D with a small rock, so the water cannot run out too fast. E partly fill the container with enough loose crumbly dirt so that the bulbs will reach just to the rim of the container. Pour dirt around the bulbs, and gently press down. F , water the bulbs well and set the container in a cool, dark place G the roots can grow.

A.
- ○ it
- ○ yourself
- ○ one
- ● them
- ○ I don't know.

B.
- ○ also
- ○ about
- ● until
- ○ finally
- ○ I don't know.

C.
- ● as long as
- ○ which
- ○ however
- ○ or else
- ○ I don't know.

D.
- ○ bulb
- ● drain hole
- ○ container
- ○ tulip
- ○ I don't know.

E.
- ● Next
- ○ While
- ○ However
- ○ Or
- ○ I don't know.

F.
- ○ For example
- ○ Nevertheless
- ○ Except
- ● Finally
- ○ I don't know.

G.
- ○ if
- ○ because
- ● so that
- ○ as
- ○ I don't know.

WRITING TASK: Tulips

NAEP #: 0-402010-A1A-123

NAEP SCORING: "Cloze" - Multiple Choice/Machine

AGE:	9	13	17
TOTAL TIME IN SECONDS:	284	210	217

402013-1 "Party"

Directions for Answering the Next Exercise

Look at the example sentences shown below. Some words are missing. They have been replaced by the letters "A" and "B". Below the sentences, each of the letters is repeated with a list of words next to it.

As you read the sentences and come to a missing word, look below at the list of words by the matching letter, then choose the one word that best fits the sentence.

Example

Duke, a German shepherd, suddenly dashed after a piece of paper. A Duke returned with the paper, his owner saw that B was a dollar bill.

A.	○ Upon	B.	● it
	● When		○ he
	○ While		○ who
	○ Although		○ one
	○ I don't know.		○ I don't know.

The oval beside "When" for part A and the oval beside "it" for part B have been filled in since these are the words that best fit in the sentence -- When Duke returned with the paper, his master saw that it was a dollar bill.

The paragraph you are to do is on the next page. It has a number of missing words. Each time you come to a missing word, look for the matching letter below the paragraph, choose the one word that best fits, and fill in the oval beside that word.

402013-1 "Party"

(Continued)

On the last day of school before the holidays we had a party in our room. Our teacher helped us plan A . Each of us decided what we would bring, B we asked our parents to help us make it or buy it. Some of us brought cookies, some brought candy, and others brought potato chips. The party was a lot of fun. All of us ate too much, C nobody got sick. D the party, E cleaned up the mess all by ourselves. Our teacher said we could have F party sometime G we had planned this one so well.

A.
○ him
● it
○ them
○ theirs

○ I don't know.

B.
● and then
○ because
○ and unless
○ so that

○ I don't know.

C.
○ when
○ it
○ so
● but

○ I don't know.

D.
○ Until
● After
○ And
○ If

○ I don't know.

E.
○ he
● we
○ they
○ someone

○ I don't know.

F.
● another
○ our
○ this
○ the

○ I don't know.

G.
○ them
○ and
○ besides
● because

○ I don't know.

WRITING TASK: Party

NAEP #: 0-402013-A1A-1

NAEP SCORING: "Cloze" - Multiple Choice/Machine

AGE: 9

TOTAL TIME IN SECONDS: 275

Directions for Answering the Next Exercise

Look at the example sentences shown below. Some words are missing. They have been replaced by the letters "A" and "B". Below the sentences, each of the letters is repeated with a list of words next to it.

As you read the sentences and come to a missing word, look below at the list of words by the matching letter, then choose the one word that best fits the sentence.

Example

Duke, a German shepherd, suddenly dashed after a piece of paper. _A_ Duke returned with the paper, his owner saw that _B_ was a dollar bill.

A.	○ Upon	B.	● it
	● When		○ he
	○ While		○ who
	○ Although		○ one
	○ I don't know.		○ I don't know.

The oval beside "When" for part A and the oval beside "it" for part B have been filled in since these are the words that best fit in the sentence -- When Duke returned with the paper, his master saw that it was a dollar bill.

The paragraph you are to do is on the next page. It has a number of missing words. Each time you come to a missing word, look for the matching letter below the paragraph, choose the one word that best fits, and fill in the oval beside that word.

402014-2,3 "Dolphin"

(Continued)

Exploitation of dolphins by man not only disgraces our humanitarian ideals _A_ also threatens _B_ possible future with them. _C_ we are ever to communicate with them on an intelligent and civilized level, we must start showing _D_ our best side. If the present lack of protection continues, the bottlenose dolphin may disappear _E_ a species along the southern coast of the United States. _F_ form of effective regulation and protection for the _G_ is fast becoming a prime need.

A.
○ or
● but
○ them
○ nor

○ I don't know.

B.
○ their
○ what
○ its
● our

○ I don't know.

C.
○ Although
○ Until
● If
○ Yet

○ I don't know.

D.
○ people
● them
○ someone
○ everyone

○ I don't know.

E.
○ for
○ since
● as
○ when

○ I don't know.

F.
○ Each
○ Another
● Some
○ Every

○ I don't know.

G.
○ men
○ coast
○ pets
● dolphin

○ I don't know.

WRITING TASK: Dolphins

NAEP #: 0-402014-A1A-23

NAEP SCORING: "Cloze" - Multiple Choice/Machine

AGE:	13	17
TOTAL TIME IN SECONDS:	211	208

590020-2 Background Questions

A. How many reports and essays have you written during the last six weeks as part of any school assignment? ____________________

B. In the general English, literature or grammar classes you have taken during the past two years, about what part of the class time was spent on instruction in how to write reports and essays?

○ None of the time
○ Little of the time
○ About one-third of the time
○ About one-half of the time
○ Most of the time

C. Are you encouraged to jot down ideas and make notes about the topic of your paper before you write it?

Usually	Sometimes	Never	I haven't written any papers.
○	○	○	○

D. Are you encouraged to make outlines of your papers before you write them?

Usually	Sometimes	Never	I haven't written any papers.
○	○	○	○

590020-2 Background Questions
(Continued)

E. Do you write a paper more than once before you turn it in to your teachers?

Usually ○ Sometimes ○ Never ○ I haven't written any papers. ○

F. When your papers are returned, do they have written suggestions on how to improve your writing?

Usually ○ Sometimes ○ Never ○ I haven't written any papers. ○

G. When your papers are returned, do your teachers discuss them with you?

Usually ○ Sometimes ○ Never ○ I haven't written any papers. ○

H. After your papers are returned, do you work on the paper again to improve it?

Usually ○ Sometimes ○ Never ○ I haven't written any papers. ○

I. Do you enjoy working on writing assignments?

Usually ○ Sometimes ○ Never ○ I haven't written any papers. ○

590030-3 Background Questions

A. How many reports and essays have you written during the last six weeks as part of any school assignment? ______________

B. In the general English, literature or grammar classes you have taken during the past two years, about what part of the class time was spent on instruction in how to write reports and essays?

- ○ None of the time
- ○ Little of the time
- ○ About one-third of the time
- ○ About one-half of the time
- ○ Most of the time

C. In addition to the general English, literature or grammar classes you have taken during the last two years, have you had or are you now taking any of the following courses concerned with how to write?

	Yes	No	I don't know.
1. Creative writing course	○	○	○
2. Remedial writing course	○	○	○
3. Other writing course (If other, please specify.) ______________	○	○	○

D. Are you encouraged to jot down ideas and make notes about the topic of your paper before you write it?

Usually	Sometimes	Never	I haven't written any papers.
○	○	○	○

E. Are you encouraged to make outlines of your papers before you write them?

Usually	Sometimes	Never	I haven't written any papers.
○	○	○	○

590030-3 Background Questions
(Continued)

F. Do you write a paper more than once before you turn it in to your teachers?

Usually	Sometimes	Never	I haven't written any papers.
○	○	○	○

G. When your papers are returned, do they have written suggestions on how to improve your writing?

Usually	Sometimes	Never	I haven't written any papers.
○	○	○	○

H. When your papers are returned, do your teachers discuss them with you?

Usually	Sometimes	Never	I haven't written any papers.
○	○	○	○

I. After your papers are returned, do you work on the paper again to improve it?

Usually	Sometimes	Never	I haven't written any papers.
○	○	○	○

J. Do you enjoy working on writing assignments?

Usually	Sometimes	Never	I haven't written any papers.
○	○	○	○

WRITING TASK:	Student Background Questions
NAEP #:	0-590020-A1A-2
NAEP SCORING:	Part A: Open Ended; Parts B-I: Multiple Choice/Machine
AGE:	13
TOTAL TIME IN SECONDS:	120

WRITING TASK: Student Background Questions

NAEP #: 0-590030-A1A-3

NAEP SCORING: Parts A & C: Open Ended;
Parts B & D-J: Multiple Choice

AGE: 17

TOTAL TIME IN SECONDS: 120

BACKGROUND QUESTION SCORING GUIDE

590020-2
590030-3

Part A - Number of reports and essays written during the last six weeks as part of school assignments.

00 = none or "0" or no

01-29 = code number written

30 = 30 or more

34 = blank

35 = nonsensical, does not answer question

39 = I don't know.

Note: 02 = a couple
03 = few, not very many, some
04 = several
37 = many, a lot

590030-3

Part C.3. - Other courses concerned with how to write.

00 = No response

10 = long composition, practical writing, college prep writing

11 = journalism, mass media

12 = film

13 = skills, business

14 = creative writing (short story, etc.)

15 = poetry

16 = writing lab, critical writing

19 = other acceptable

20 = illegible, illiterate, writes on another topic

21 = other unacceptable: non-writing courses, drama

22 = speech, debate

39 = I don't know.